

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2005/06 School Year

Publication Date: February 2007

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD).

LEA: 0101 - DEWITT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.98%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.74%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.67%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.81%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.60%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.42%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.98%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0104 - STUTTGART SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.95%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.67%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.10%	N
Proficiency Rate: Mathematics	18.98%	18.54%	15.71%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	56.35%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.57%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	52.17%	N

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0201 - CROSSETT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.82%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.37%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.18%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.11%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
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B) Suspension/Expulsion by Race and Ethnicity

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Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	50.65%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.36%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.43%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

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Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
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LEA: 0203 - HAMBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
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C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.38%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	14.29%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	95.21%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0302 - COTTER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.36%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.21%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	50.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	70.33%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.40%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.10%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0303 - MOUNTAIN HOME SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	94.12%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	8.26%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.52%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	21.65%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	27.38%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.10%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.97%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.25%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0304 - NORFORK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.29%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.75%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	37.84%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	21.62%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0401 - BENTONVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	88.68%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.40%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	26.20%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	29.92%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.95%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	24.28%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.70%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0402 - DECATUR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.56%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	44.74%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.32%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0403 - GENTRY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	88.89%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.45%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.20%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.42%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.88%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.99%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.26%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.71%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0404 - GRAVETTE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	88.89%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.80%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.50%	N
Proficiency Rate: Mathematics	18.98%	18.54%	17.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	66.50%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.06%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.51%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0405 - ROGERS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.24%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.85%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.28%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	25.91%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	33.33%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	53.13%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	19.95%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.65%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0406 - SILOAM SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	75.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.85%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.14%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.44%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.64%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	63.16%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.67%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0407 - PEA RIDGE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.91%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.24%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	62.66%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.43%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0440 - BENTON COUNTY SCHOOL OF ARTS

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	92.86%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	23.08%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	15.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	89.29%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0501 - ALPENA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.89%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.91%	N
Proficiency Rate: Mathematics	18.98%	18.54%	18.60%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0502 - BERGMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.33%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	27.40%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	61.11%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.79%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0503 - HARRISON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.35%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.84%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.50%	N
Proficiency Rate: Mathematics	18.98%	18.54%	20.17%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	56.64%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.03%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.39%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0504 - OMAHA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.67%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	28.57%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	68.92%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.35%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

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Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0505 - VALLEY SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
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Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.37%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	33.80%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	76.80%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.20%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.80%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0506 - LEAD HILL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	3.33%	N
Proficiency Rate: Mathematics	18.98%	18.54%	21.74%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.15%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.54%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0520 - OZARK UNLIMITED RESOURCES CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	97.31%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0601 - HERMITAGE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	3.23%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.34%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	88.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0602 - WARREN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	8.33%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.51%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	19.77%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.92%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	57.67%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.07%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.61%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0701 - HAMPTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.87%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	0.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	7.69%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	65.52%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.90%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.75%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0801 - BERRYVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.07%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.02%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	15.05%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	50.51%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.61%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.51%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0802 - EUREKA SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.43%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.11%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	53.66%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.76%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0803 - GREEN FOREST SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	63.64%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	8.47%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.09%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.84%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	35.67%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.11%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 0901 - DERMOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.87%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.87%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.35%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	30.14%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
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Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

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Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD).

LEA: 0903 - LAKESIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	94.12%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.90%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.44%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.06%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.87%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	75.80%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.55%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.55%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1002 - ARKADELPHIA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.14%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.57%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.77%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	14.41%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.75%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.42%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1003 - GURDON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	75.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.28%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.39%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	79.71%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.62%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1020 - DAWSON EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1101 - CORNING SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.16%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.89%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.47%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.72%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	52.97%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.93%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.98%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1104 - PIGGOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.54%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.89%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.53%	N
Proficiency Rate: Mathematics	18.98%	18.54%	20.99%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	30.95%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.36%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1106 - RECTOR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.75%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.72%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.74%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	30.37%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.96%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1201 - CONCORD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	78.57%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.73%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.98%	N
Proficiency Rate: Mathematics	18.98%	18.54%	29.41%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.19%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.85%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1202 - HEBER SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.63%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.68%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	23.26%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.43%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.47%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1203 - QUITMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.91%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.38%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.11%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	64.89%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.51%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1204 - WEST SIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.89%	N
Proficiency Rate: Mathematics	18.98%	18.54%	17.24%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	71.83%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.68%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1304 - WOODLAWN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	0.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.88%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.34%	N
Proficiency Rate: Mathematics	18.98%	18.54%	34.48%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	78.18%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1305 - CLEVELAND COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.04%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.88%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.45%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.12%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	91.82%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1402 - MAGNOLIA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.20%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.40%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	2.17%	N
Proficiency Rate: Mathematics	18.98%	18.54%	3.66%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	53.13%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.39%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.42%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1408 - EMERSON-TAYLOR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.50%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.53%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	64.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1503 - NEMO VISTA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.85%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.88%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.90%	N
Proficiency Rate: Mathematics	18.98%	18.54%	51.85%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	59.46%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.35%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1505 - WONDERVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.76%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	52.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	40.91%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.93%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.50%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1507 - SO. CONWAY CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	70.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.42%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.40%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.46%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.83%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.86%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1520 - ARCH FORD EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	87.24%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1601 - BAY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.03%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	30.61%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	40.48%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	36.84%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.68%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.05%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1602 - WESTSIDE CONS. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	72.73%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.94%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.03%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.78%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.10%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	18.14%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.98%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1603 - BROOKLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.32%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.25%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.15%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.58%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.46%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	15.64%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1605 - BUFFALO IS. CENTRAL SCH. DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.38%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.48%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.23%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	38.76%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.10%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1608 - JONESBORO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.91%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.36%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.10%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.92%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.82%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.18%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1611 - NETTLETON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.33%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.72%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.56%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.60%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.31%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.64%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	19.45%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1612 - VALLEY VIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.53%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	25.32%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.68%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.47%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	15.30%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1613 - RIVERSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.86%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.69%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	27.03%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	37.69%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1701 - ALMA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.80%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.83%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	66.28%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.70%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1702 - CEDARVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	75.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.88%	N
Proficiency Rate: Mathematics	18.98%	18.54%	15.63%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	59.57%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	21.28%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.06%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1703 - MOUNTAINBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.23%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.12%	N
Proficiency Rate: Mathematics	18.98%	18.54%	21.95%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.68%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	25.61%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1704 - MULBERRY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.13%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	93.88%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.87%	N
Proficiency Rate: Mathematics	18.98%	18.54%	12.82%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.51%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	19.75%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.70%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1705 - VAN BUREN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.31%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.59%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.55%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.71%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.93%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.32%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	15.53%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.14%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	84.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1802 - EARLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	0.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	90.91%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.75%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	4.62%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	26.76%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	30.99%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1803 - WEST MEMPHIS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	65.85%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.35%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.63%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.33%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.68%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	12.60%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.28%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1804 - MARION SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	96.67%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.37%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.19%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.66%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.19%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	40.13%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	24.12%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.88%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1805 - TURRELL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	25.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	10.81%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	88.10%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	29.73%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	51.72%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	28.79%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.06%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1901 - CROSS COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	60.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.78%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.58%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.97%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.87%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 1905 - WYNNE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.40%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.89%	N
Proficiency Rate: Mathematics	18.98%	18.54%	20.10%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.04%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	23.75%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.06%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2002 - FORDYCE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.21%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	54.79%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	4.62%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	10.71%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.17%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	44.05%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2104 - DUMAS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.50%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.59%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.76%	N
Proficiency Rate: Mathematics	18.98%	18.54%	4.82%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	31.20%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	14.96%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.70%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2105 - MCGHEE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.35%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	93.88%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.78%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.88%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.66%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.14%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.41%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2202 - DREW CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	91.67%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.12%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.64%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.66%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.30%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.49%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	17.17%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2203 - MONTICELLO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	93.14%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.84%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	19.74%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	35.51%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.62%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.93%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2220 - SOUTHEAST ARKANAS EDUCATIONAL SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	97.40%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2240 - ARISE CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	0.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	33.33%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2301 - CONWAY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	89.77%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.85%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	39.56%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	42.74%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.03%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.47%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.32%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2303 - GREENBRIER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	86.96%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.60%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	23.79%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	34.34%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	52.89%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.09%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2304 - GUY-PERKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.77%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	26.92%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	75.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.69%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2305 - MAYFLOWER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.72%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.49%	N
Proficiency Rate: Mathematics	18.98%	18.54%	18.31%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.38%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	15.97%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2306 - MT. VERNON/ENOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.57%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.37%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.51%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	61.64%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.74%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2307 - VILONIA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	89.66%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.45%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.80%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.92%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.59%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	56.24%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.24%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2340 - FOCUS LEARNING ACADEMY

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	30.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	85.71%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2402 - CHARLESTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.31%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	21.31%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.32%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	70.41%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.08%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2403 - COUNTY LINE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.33%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.44%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.88%	N
Proficiency Rate: Mathematics	18.98%	18.54%	8.70%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.15%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.69%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2404 - OZARK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.33%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.45%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.24%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	19.01%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.85%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.81%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.98%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2420 - WESTERN ARKANSAS CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	82.69%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N/A
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2501 - MAMMOTH SPRING SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.45%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	36.36%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	69.23%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2502 - SALEM SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	24.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	37.84%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	64.21%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.05%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2503 - VIOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.97%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	43.75%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	51.72%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	62.50%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.79%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2601 - CUTTER-MORNING STAR SCH. DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.96%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.58%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	35.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	56.52%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.90%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2602 - FOUNTAIN LAKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	76.92%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.81%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	25.30%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.62%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.43%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.92%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.74%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2603 - HOT SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.63%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.93%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.72%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.15%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.01%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	43.83%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.22%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.61%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2604 - JESSIEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.18%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	26.09%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	31.75%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.00%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.00%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2605 - LAKE HAMILTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	70.97%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.67%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.59%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	21.40%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.47%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.32%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	17.50%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2606 - LAKESIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.55%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.52%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.93%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	36.81%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.94%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.58%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.64%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2607 - MOUNTAIN PINE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	9.38%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	91.84%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.44%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	84.27%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.12%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2703 - POYEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	50.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.35%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.42%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	57.14%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.14%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2705 - SHERIDAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.92%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.24%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.93%	N
Proficiency Rate: Mathematics	18.98%	18.54%	23.55%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	54.17%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.37%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.99%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2803 - MARMADUKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	N	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.65%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.11%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.42%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	68.75%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.03%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2807 - GREENE CO. TECH SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.14%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.69%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.11%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.94%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.78%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.20%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	98.59%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2808 - PARAGOULD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.49%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.16%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.72%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.41%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.78%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.25%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	97.14%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2901 - BLEVINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.45%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	1.59%	N
Proficiency Rate: Mathematics	18.98%	18.54%	8.47%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	82.35%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.88%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.98%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2903 - HOPE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.84%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.73%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.63%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.07%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	75.19%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.26%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.75%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2906 - SPRING HILL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	89.66%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.54%	N
Proficiency Rate: Mathematics	18.98%	18.54%	20.83%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	76.92%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.77%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.92%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 2920 - SOUTHWEST ARKANSAS EDUCATIONAL CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	98.65%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD).

LEA: 3001 - BISMARCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	91.67%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.78%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	28.36%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	27.87%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	55.22%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.21%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	1.49%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3002 - GLEN ROSE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.69%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.88%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.95%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.16%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.79%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.76%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.60%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3003 - MAGNET COVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.47%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.78%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	30.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.00%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3004 - MALVERN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.31%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.32%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.16%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.88%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.26%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.85%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.11%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3005 - OUACHITA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.06%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.15%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.75%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	79.25%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.89%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3102 - DIERKS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.77%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.33%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	14.29%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	55.74%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.56%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3104 - MINERAL SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.33%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	7.50%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	63.95%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3105 - NASHVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.13%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.53%	N
Proficiency Rate: Mathematics	18.98%	18.54%	21.28%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.33%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.89%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
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District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3201 - BATESVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.39%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.71%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	27.67%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	29.34%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	53.41%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.37%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.71%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3203 - CUSHMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.76%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	93.33%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	23.81%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	27.03%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	80.33%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.64%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3209 - SOUTHSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.75%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.32%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.74%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.73%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	50.98%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.35%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	98.08%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3211 - MIDLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	12.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.29%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	30.95%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.76%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.71%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3212 - CEDAR RIDGE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.06%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.73%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.69%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	54.20%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.82%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.05%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3301 - CALICO ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.86%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	37.93%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	92.75%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.25%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3302 - MELBOURNE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.04%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.25%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	28.57%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	24.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.77%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.81%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3306 - IZARD CO. CONS. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	25.53%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	23.08%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	28.70%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3320 - NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	91.02%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3403 - NEWPORT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.11%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.97%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.24%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.01%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	44.55%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.73%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3405 - JACKSON CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	40.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.41%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.67%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.52%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	30.19%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.37%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3502 - DOLLARWAY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.39%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.35%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	2.05%	N
Proficiency Rate: Mathematics	18.98%	18.54%	1.55%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	16.23%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	26.32%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	7.46%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3505 - PINE BLUFF SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	79.31%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	11.92%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	93.97%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	2.29%	N
Proficiency Rate: Mathematics	18.98%	18.54%	1.79%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	27.43%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	17.71%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	6.57%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3509 - WATSON CHAPEL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	10.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.59%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.05%	N
Proficiency Rate: Mathematics	18.98%	18.54%	3.37%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	33.62%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	21.47%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	8.19%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3510 - WHITE HALL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.25%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.71%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.04%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.41%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	14.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	43.48%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	17.06%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.34%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3520 - ARKANSAS RIVER EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	54.05%	N

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N/A
	Early Childhood (3-5)	100.00%	N
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3601 - CLARKSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	84.62%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.13%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.40%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.91%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	20.69%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.06%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.88%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3604 - LAMAR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	92.86%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	2.56%	N
Proficiency Rate: Mathematics	18.98%	18.54%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	52.22%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3606 - WESTSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.96%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.25%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.90%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.25%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.40%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3701 - BRADLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	3.85%	N
Proficiency Rate: Mathematics	18.98%	18.54%	23.81%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	77.08%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3704 - LAFAYETTE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.67%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	2.82%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.25%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.59%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.85%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3804 - HOXIE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.82%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.33%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.89%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.38%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.54%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	31.25%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	14.20%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.14%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3806 - SLOAN-HENDRIX SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.44%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.53%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	72.29%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.20%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.41%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3809 - HILLCREST SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.21%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.18%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.15%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.83%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	2.17%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3810 - LAWRENCE COUNTY

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.82%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.35%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.31%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	15.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	57.14%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.04%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.55%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3820 - NORTHEAST ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3840 - IMBODEN CHARTER SCHOOL DIST

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.22%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	11.11%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	81.82%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 3904 - LEE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	61.54%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.60%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.04%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	1.74%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.52%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	19.14%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	6.70%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4003 - STAR CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	94.74%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.55%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.71%	N
Proficiency Rate: Mathematics	18.98%	18.54%	3.37%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	34.45%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.18%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.96%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4101 - ASHDOWN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.86%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.37%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.66%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.85%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.21%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.44%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4102 - FOREMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.52%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.09%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	53.85%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4201 - BOONEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.97%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.92%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.78%	N
Proficiency Rate: Mathematics	18.98%	18.54%	19.05%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	41.81%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	14.69%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.56%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4202 - MAGAZINE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.94%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.11%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	37.50%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4203 - PARIS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.43%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.05%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	54.48%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.38%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.38%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4204 - SCRANTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.67%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.05%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	61.90%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.14%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.38%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4301 - LONOKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.75%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.46%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.05%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.89%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.25%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	40.53%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	33.33%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.76%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
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Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
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Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

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Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
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	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4302 - ENGLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.31%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.15%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.49%	N
Proficiency Rate: Mathematics	18.98%	18.54%	15.91%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	26.59%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	21.97%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.58%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4303 - CARLISLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.39%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	19.67%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	16.36%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	37.37%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.08%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4304 - CABOT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	88.24%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.07%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.54%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	19.73%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.33%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.41%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.44%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.92%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4401 - HUNTSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.21%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	24.10%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.14%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.29%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4501 - FLIPPIN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.50%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.13%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.09%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.46%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	20.00%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4502 - YELLVILLE-SUMMIT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.75%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.17%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	91.23%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.69%	N
Proficiency Rate: Mathematics	18.98%	18.54%	19.51%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.54%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.52%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.36%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4602 - GENOA CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.93%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	15.79%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	82.19%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.22%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.37%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4603 - FOUKE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.53%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.48%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.45%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	69.49%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.78%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4605 - TEXARKANA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.44%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.35%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.79%	N
Proficiency Rate: Mathematics	18.98%	18.54%	8.98%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.32%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.01%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.38%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4701 - ARMOREL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.69%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.52%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	66.67%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.44%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4702 - BLYTHEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	84.62%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	13.40%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.24%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.23%	N
Proficiency Rate: Mathematics	18.98%	18.54%	4.22%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	18.89%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	19.10%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.41%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4706 - SO. MISS. COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.20%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	2.63%	N
Proficiency Rate: Mathematics	18.98%	18.54%	2.82%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	27.33%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.67%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.67%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4708 - GOSNELL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.41%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.20%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.34%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.75%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.73%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.36%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.93%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4712 - MANILA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	8.22%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.40%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.28%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.68%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	44.85%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.76%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4713 - OSCEOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.27%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.26%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	1.77%	N
Proficiency Rate: Mathematics	18.98%	18.54%	0.99%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	22.54%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.89%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.46%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4801 - BRINKLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.26%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.88%	N
Proficiency Rate: Mathematics	18.98%	18.54%	9.84%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.15%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.48%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4802 - CLARENDON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	86.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.92%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.30%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.38%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	35.19%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.04%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	8.33%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4901 - CADDO HILLS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.83%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	28.89%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.88%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.78%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.67%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 4902 - MOUNT IDA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.67%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	35.56%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.33%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.42%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5006 - PRESCOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.92%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.59%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	25.88%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.32%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	41.14%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.96%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5008 - NEVADA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	37.04%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5102 - JASPER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.64%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.88%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.75%	N
Proficiency Rate: Mathematics	18.98%	18.54%	8.54%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	67.08%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.48%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5106 - DEER/MT. JUDEA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.29%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	34.29%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	77.11%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5201 - BEARDEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.85%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.89%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	13.79%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	72.46%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.59%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5204 - CAMDEN FAIRVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.72%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.41%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	20.32%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	24.10%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.47%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.73%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.29%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5205 - HARMONY GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.29%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	22.22%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	77.19%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5206 - STEPHENS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.83%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.67%	N
Proficiency Rate: Mathematics	18.98%	18.54%	5.88%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	78.16%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.15%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.15%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5220 - SOUTH CENTRAL SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	94.90%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5301 - EAST END SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.59%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.92%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.61%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.20%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
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Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
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Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

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Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
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	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5303 - PERRYVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	76.92%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.52%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.86%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.97%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	35.33%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	14.67%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5401 - BARTON-LEXA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	10.64%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	92.59%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.05%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	31.18%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.53%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5403 - HELENA/W.HELENA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	82.76%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.75%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.43%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.58%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.60%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	21.66%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	27.89%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.78%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5404 - MARVELL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	33.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.35%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	93.75%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.33%	N
Proficiency Rate: Mathematics	18.98%	18.54%	2.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.26%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.22%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.22%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5420 - GREAT RIVERS CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	98.47%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5440 - KIPP:DELTA COLLEGE PREP SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	0.00%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5501 - DELIGHT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.33%	N
Proficiency Rate: Mathematics	18.98%	18.54%	15.79%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	31.82%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.27%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5502 - CENTERPOINT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	87.50%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.86%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.49%	N
Proficiency Rate: Mathematics	18.98%	18.54%	7.69%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	43.80%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.65%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5503 - KIRBY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.33%	N
Proficiency Rate: Mathematics	18.98%	18.54%	3.13%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	57.41%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.56%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5504 - MURFREESBORO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.55%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.36%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.43%	N
Proficiency Rate: Mathematics	18.98%	18.54%	20.93%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	30.00%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5602 - HARRISBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	9.09%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.82%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.29%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.67%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	43.60%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.98%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5604 - MARKED TREE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	10.64%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.46%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.50%	N
Proficiency Rate: Mathematics	18.98%	18.54%	12.28%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	38.21%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	19.51%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5605 - TRUMANN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.62%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.74%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.51%	N
Proficiency Rate: Mathematics	18.98%	18.54%	10.81%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.52%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	30.79%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.59%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5607 - WEINER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.54%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	74.42%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.33%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5608 - EAST POINSETT CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	85.71%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.83%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.30%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.99%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.25%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.88%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5620 - CROWLEY'S RIDGE EDUCATIONAL CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	94.10%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5703 - MENA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	70.59%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.22%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.43%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.60%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	15.32%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	54.58%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.17%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5704 - VAN COVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.37%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.81%	N
Proficiency Rate: Mathematics	18.98%	18.54%	5.88%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	50.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5705 - WICKES SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.62%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.32%	N
Proficiency Rate: Mathematics	18.98%	18.54%	21.21%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.84%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.86%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5706 - OUACHITA RIVER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.03%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.20%	N
Proficiency Rate: Mathematics	18.98%	18.54%	14.58%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	48.39%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.15%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5801 - ATKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.41%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.59%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.35%	N
Proficiency Rate: Mathematics	18.98%	18.54%	17.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.34%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.55%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5802 - DOVER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.65%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	9.64%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.70%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	67.25%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.96%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
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District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5803 - HECTOR SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.94%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
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Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

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Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
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Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	30.23%	Y
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A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.44%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.85%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5804 - POTTSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.45%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.29%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.35%	N
Proficiency Rate: Mathematics	18.98%	18.54%	22.06%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	48.13%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.75%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5805 - RUSSELLVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	96.55%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.24%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.47%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	23.70%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	33.33%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.02%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.40%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.83%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5901 - DES ARC SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.63%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	34.29%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	48.84%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.49%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 5903 - HAZEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.78%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.18%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.32%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	51.72%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.05%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.30%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6001 - LITTLE ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	84.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.65%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.42%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.26%	N
Proficiency Rate: Mathematics	18.98%	18.54%	8.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.12%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.88%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.97%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6002 - N. LITTLE ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	88.73%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.28%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.32%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.40%	N
Proficiency Rate: Mathematics	18.98%	18.54%	7.66%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.02%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.77%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.01%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	91.88%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6003 - PULASKI CO. SPEC. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	61.81%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.10%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.65%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.13%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	55.67%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	12.33%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	6.57%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6040 - ACADEMIC PLUS

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	100.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	100.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	100.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6041 - LISA ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	50.00%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	75.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

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	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

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Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
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District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6091 - AR SCHOOL FOR THE BLIND

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	55.56%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	69.23%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	38.89%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	29.41%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	100.00%	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6092 - AR SCHOOL FOR THE DEAF

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	88.89%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.45%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.55%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	4.41%	N
Proficiency Rate: Mathematics	18.98%	18.54%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	100.00%	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6102 - MAYNARD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.62%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.32%	N
Proficiency Rate: Mathematics	18.98%	18.54%	23.68%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	62.03%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.53%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6103 - POCAHONTAS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	94.44%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.52%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.95%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.15%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	64.75%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.91%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.72%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	97.92%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	Y

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6201 - FORREST CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.86%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.67%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.32%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.00%	N
Proficiency Rate: Mathematics	18.98%	18.54%	12.93%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	68.22%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	9.31%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6202 - HUGHES SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	8.33%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.74%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	3.70%	N
Proficiency Rate: Mathematics	18.98%	18.54%	6.98%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	18.09%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.51%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.13%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6205 - PALESTINE-WHEATLEY SCH. DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	0.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.56%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	12.50%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.13%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	50.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.41%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	12.50%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6301 - BAUXITE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.23%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.11%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.38%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	19.77%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	65.52%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.72%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.87%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6302 - BENTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	84.62%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.59%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.09%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	19.61%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.42%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.85%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.25%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6303 - BRYANT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.31%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.27%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	83.48%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	21.86%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	30.95%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.25%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	18.74%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.46%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6304 - HARMONY GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.77%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.75%	N
Proficiency Rate: Mathematics	18.98%	18.54%	16.22%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.33%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6401 - WALDRON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	91.67%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.25%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.96%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.46%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	71.83%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.23%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.94%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6502 - SEARCY COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.86%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.62%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.85%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.14%	N
Proficiency Rate: Mathematics	18.98%	18.54%	18.84%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	93.46%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.61%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6505 - OZARK MOUNTAIN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.75%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.19%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	15.15%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	73.51%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.66%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6601 - FORT SMITH SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	70.54%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.06%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.60%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.74%	N
Proficiency Rate: Mathematics	18.98%	18.54%	18.85%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	30.57%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	17.49%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.18%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	96.38%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6602 - GREENWOOD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.00%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.40%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.70%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	24.54%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	65.72%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.09%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.60%	2.58%	0.71%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6603 - HACKETT SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.56%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.12%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.13%	N
Proficiency Rate: Mathematics	18.98%	18.54%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	40.28%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	11.11%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6604 - HARTFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.74%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.67%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.47%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	50.00%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	19.12%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6605 - LAVACA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.13%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.55%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	8.82%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.48%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	52.73%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.64%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6606 - MANSFIELD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.38%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.59%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	1.43%	N
Proficiency Rate: Mathematics	18.98%	18.54%	1.61%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.17%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.63%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6701 - DEQUEEN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.11%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.36%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.01%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.93%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	35.36%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.35%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.76%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6703 - HORATIO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.33%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	27.91%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	60.87%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.52%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6720 - DEQUEEN/MENA EDUCATIONAL CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	86.50%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6802 - CAVE CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.32%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.60%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.14%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.19%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.95%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6804 - HIGHLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.25%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.84%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	21.74%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.35%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.57%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.73%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6806 - TWIN RIVERS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	71.43%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.11%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.77%	N
Proficiency Rate: Mathematics	18.98%	18.54%	8.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	35.00%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	2.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 6901 - MOUNTAIN VIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.25%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.86%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.42%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	23.97%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	36.03%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	55.60%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.99%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.77%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7001 - EL DORADO SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	73.53%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.23%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.64%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	19.81%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	24.16%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	83.22%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.00%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7003 - JUNCTION CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	19.57%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	18.42%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	90.22%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.17%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7006 - NORPHLET SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.67%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.34%	N
Proficiency Rate: Mathematics	18.98%	18.54%	20.83%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	88.71%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7007 - PARKERS CHAPEL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.79%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	85.51%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.45%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7008 - SMACKOVER SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.91%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	12.50%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	83.52%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	3.30%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7009 - STRONG-HUTTIG SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.28%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.05%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	82.35%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7102 - CLINTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	76.47%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	8.75%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.16%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.80%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.36%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.50%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.69%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.95%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7104 - SHIRLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.23%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.65%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.83%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.77%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.14%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.75%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7105 - SOUTH SIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.50%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	7.69%	N
Proficiency Rate: Mathematics	18.98%	18.54%	5.71%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.59%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.95%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.14%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7201 - ELKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.44%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.42%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	26.47%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	72.46%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.25%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.72%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7202 - FARMINGTON SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	83.33%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.69%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.17%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	18.33%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	23.58%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	67.17%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.57%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.51%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7203 - FAYETTEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	76.47%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.88%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	Y
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.94%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	22.86%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	29.48%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.01%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.06%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.64%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7204 - GREENLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.53%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.42%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	10.17%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	75.65%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.35%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.87%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7205 - LINCOLN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	5.26%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.12%	N
Proficiency Rate: Mathematics	18.98%	18.54%	11.24%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	46.43%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	4.76%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.60%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7206 - PRAIRIE GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.76%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	15.63%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	25.56%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	66.47%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.76%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.59%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
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d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

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Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

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Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

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	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7207 - SPRINGDALE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	93.24%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.59%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.10%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	23.53%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	32.20%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	64.26%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.57%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	4.79%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7208 - WEST FORK SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	94.12%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.39%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	97.73%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.95%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.91%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	72.39%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.59%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.61%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7221 - NORTHWEST ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	61.68%	N

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7301 - BALD KNOB SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.63%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	Y

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.50%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.77%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	16.96%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	49.39%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	20.41%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.63%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7302 - BEEBE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.57%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	99.58%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	14.29%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	14.22%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	43.50%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.68%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.35%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7303 - BRADFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	4.17%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	90.24%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	5.41%	N
Proficiency Rate: Mathematics	18.98%	18.54%	25.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	33.90%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.08%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7304 - WHITE CO. CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	3.85%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	47.22%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	43.75%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	61.54%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	2.56%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.13%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7307 - RIVERVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	80.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	94.21%	N

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.53%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.73%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	39.61%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	5.31%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	1.45%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7309 - PANGBURN SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	0.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	1.96%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.83%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	24.59%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	27.08%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.82%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	0.84%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	10.92%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7310 - ROSE BUD SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	66.67%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.36%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	28.30%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	23.91%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.93%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	1.65%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7311 - SEARCY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.41%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	95.45%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	16.19%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	21.98%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	43.21%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	16.93%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	5.79%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7320 - WILBUR D. MILLS EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	--	N/A

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
Proficiency Rate: Mathematics	18.98%	18.54%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	--	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	84.59%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N/A

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	N/A

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7401 - AUGUSTA SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	90.91%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.14%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	Y	9.00%	21.43%	N
Mathematics	Y	36.48%	32.00%	N

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.34%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	3.80%	N
Proficiency Rate: Mathematics	18.98%	18.54%	1.59%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.32%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	10.07%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	3.60%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	100.00%	Y

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.			
	Early Childhood (3-5)				
	School Age (5-21)				

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	This is a new indicator to be reported for the first time in 2008.		
	Early Childhood (3-5)			
	School Age (5-21)			

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	Y
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7403 - MCCRORY SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	100.00%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	7.89%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	96.97%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	10.94%	N
Proficiency Rate: Mathematics	18.98%	18.54%	13.56%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	58.25%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.80%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.97%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	N

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7503 - DANVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	75.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.50%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.73%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	11.54%	N
Proficiency Rate: Mathematics	18.98%	18.54%	28.79%	Y

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	42.34%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	6.31%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7504 - DARDANELLE SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	81.82%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	2.33%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.33%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	17.80%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	16.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	37.55%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	13.10%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 7509 - WESTERN YELL CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	75.00%	N

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	100.00%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	13.89%	Y
Proficiency Rate: Mathematics	18.98%	18.54%	17.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	47.30%	Y

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	8.11%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2005/06 School Year

Publication Date: February 2007

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD).

LEA: 7510 - TWO RIVERS SCHOOL DISTRICT

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	92.86%	Y

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	6.35%	N

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N	9.00%	21.43%	N/A
Mathematics	N	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	98.88%	Y

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	6.82%	N
Proficiency Rate: Mathematics	18.98%	18.54%	12.99%	N

Indicator 04: Out-of-School Suspensions and Expulsions

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

Note: Out-of-School Suspension/Expulsion Data is not being reported for 2005/06 due to problems with the data collection.

B) Suspension/Expulsion by Race and Ethnicity

The risk ratio of the district is disproportionate for CWD within racial/ethnic groups receiving out-of-school suspensions and expulsions for greater than 10 days in a school year.	Significant Risk Ratio Discrepancy	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.	

Indicator 05: School Age (5-21) Least Restrictive Environment

A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	45.16%	N

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	7.74%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	--	N/A

Indicator 07: Preschool (3-5) Outcomes

A) Positive Social-Emotional Skills (including social relationships)

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

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

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
a) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.				
b) Percent of preschool CWD children who maintain functioning at a level comparable to same age peers.	This is a new indicator to be reported for the first time in 2008.			
c) Percent of preschool CWD who improved but whose functioning remained below same age peers.				
d) Percent of preschool CWD children who did not improve functioning.				

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)				
	Early Childhood (3-5)				
	School Age (5-21)				

This is a new indicator to be reported for the first time in 2008.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Note: The target for Indicators 9 and 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility or disability category.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
	Overall (3-21)			
	Early Childhood (3-5)			
	School Age (5-21)			

This is a new indicator to be reported for the first time in 2008.

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	Target Met by LEA (Y/N)
	75.76%	100.00%	N/A

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	Y

Indicator 14: Post-School Outcomes

Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
	This is a new indicator to be reported for the first time in 2008.		

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	Accurate and Timely Data Submission	State Target	Target Met by LEA (Y/N)
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.

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LEA: 9150 - DHHS: DIVISION of DEVELOPMENTAL DISABILITIES SERVICES

Indicator 01: Graduation Rates

Percentage of CWD graduating with a regular diploma.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	87.37%	88.00%	--	N/A

Indicator 02: Dropout Rates

Percentage of CWD, ages 14-21, dropping out of school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.70%	0.00%	Y

Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

A) Adequate Yearly Progress

n=40	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AYP for Disability Subgroup	% of Districts Meeting AYP for Disability Subgroup	Target Met by LEA(Y/N)
Literacy	N/A	9.00%	21.43%	N/A
Mathematics	N/A	36.48%	32.00%	N/A

Note: For a district to qualify as having a disability subgroup it must have a minimum of 40 (n=40) students with disabilities in a school building.

B) Participation

Participation Rate: Number of CWD Tested ÷ Number of CWD Enrolled in grades tested	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	96.56%	95.00%	--	N/A

C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	14.62%	13.17%	--	N/A
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Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for all children in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.24	Data is not available	

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A) In the Regular Class 80% or more of the day

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	48.33%	46.33%	--	N/A

B) In the Regular Class less than 60% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.11%	12.53%	--	N/A

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.60%	2.58%	100.00%	N/A

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

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Percent of children with IEPs receiving special education and related services in settings with typically developing peers.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	82.22%	63.35%	7.49%	N

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A) Positive Social-Emotional Skills (including social relationships)

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C) Use of Appropriate Behaviors to Meet Their Needs

	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
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	Early Childhood (3-5)				
	School Age (5-21)				

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Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	Target Met by LEA (Y/N)
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	75.76%	100.00%	N

Indicator 13: Secondary Transition

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	State Rate	State Target	Target Met by LEA (Y/N)
	99.10%	100.00%	N

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Percent of youth who had IEPs who are no longer in secondary school and who have been competively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.	State Rate	State Target	Target Met by LEA (Y/N)
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	Overall (3-21)	100.00%	N
	Early Childhood (3-5)	100.00%	N
	School Age (5-21)	100.00%	Y

*Data reviewed for timely and accurate submissions included Child Count, Exits, Referral Tracking, and PEEP: Secondary Transition.