

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0101 - DEWITT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	19.75%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	31.65%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	19.62%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	88.57%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 0104 - STUTTGART SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.56%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.51%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	23.17%	N
Proficiency Rate: Mathematics	44.86%	51.14%	37.97%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.15% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	41.14%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.72%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	100.00%	43.51%	100.00%	41.72%	33.33%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	66.67%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	100.00%	Y	57.43%	60.50%	100.00%	Y	76.69%	78.50%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	0.00%	N
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	57.14%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	57.14%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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

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LEA: 0201 - CROSSETT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	69.23%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	98.97%	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	31.49%	45.22%	16.25%	N
Proficiency Rate: Mathematics	44.86%	51.14%	25.53%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	69.78%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.75%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	75.76%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0203 - HAMBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	61.54%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.74%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.25%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.62%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.85%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	85.89%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	3.68%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	83.87%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	50.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0302 - COTTER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	60.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.86%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	35.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	61.22%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	76.29%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.15%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
Publication Date: March 2012**

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0303 - MOUNTAIN HOME SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	43.75%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	9.89%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	98.99%	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	31.49%	45.22%	37.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	43.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	72.51%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.71%	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)
	2.80%	2.56%	0.26%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.59%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 0304 - NORFORK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	46.88%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	40.54%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.25% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	80.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.15%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.33%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0401 - BENTONVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	74.63%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.18%	Y
Participation Rate: Math	98.61%	95.00%	99.25%	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	31.49%	45.22%	53.94%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	71.90%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	48.92%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	22.67%	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)
	2.80%	2.56%	2.16%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	5.13%	1.75%	7.69%	1.46%	5.13%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	20.51%	6.59%	23.08%	4.51%	23.08%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	38.46%	34.23%	33.33%	17.34%	25.64%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	7.69%	43.51%	17.95%	41.72%	15.38%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	28.21%	13.92%	17.95%	34.97%	30.77%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	64.29%	N	90.31%	90.50%	62.50%	N	90.82%	92.50%	59.26%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	35.90%	N	57.43%	60.50%	35.90%	N	76.69%	78.50%	46.15%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	83.08%	N
	School Age (5-21)	95.05%	96.00%	94.29%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0402 - DECATUR SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	45.16%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.39%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.67%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.00%	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)
	2.80%	2.56%	3.33%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0403 - GENTRY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.82%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.97%	Y
Participation Rate: Math	98.61%	95.00%	98.02%	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	31.49%	45.22%	36.84%	N
Proficiency Rate: Mathematics	44.86%	51.14%	43.88%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	64.15%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.03%	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)
	2.80%	2.56%	1.26%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.34%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0404 - GRAVETTE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	76.92%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	32.26%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.04%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.91%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.41%	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)
	2.80%	2.56%	0.99%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.44%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0405 - ROGERS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.50%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.69%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.89%	Y
Participation Rate: Math	98.61%	95.00%	99.69%	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	31.49%	45.22%	43.92%	N
Proficiency Rate: Mathematics	44.86%	51.14%	58.20%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.16%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	19.02%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.75%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0406 - SILOAM SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	86.67%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	0.66%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.56%	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	31.49%	45.22%	26.56%	N
Proficiency Rate: Mathematics	44.86%	51.14%	53.88%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	76.28%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.62%	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)
	2.80%	2.56%	3.50%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	86.36%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0407 - PEA RIDGE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	32.81%	N
Proficiency Rate: Mathematics	44.86%	51.14%	67.95%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.27%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.34%	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)
	2.80%	2.56%	0.70%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 0440 - BENTON COUNTY SCHOOL OF ARTS

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	29.41%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.84%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	90.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0501 - ALPENA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	77.78%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	28.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.73%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.21% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	71.60%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.23%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0502 - BERGMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.45%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	45.16%	N
Proficiency Rate: Mathematics	44.86%	51.14%	54.69%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.88%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.55%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.26%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0503 - HARRISON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	56.25%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.78%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	38.39%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.60%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.42%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.28%	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)
	2.80%	2.56%	1.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	10.00%	6.59%	40.00%	4.51%	10.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	10.00%	34.23%	10.00%	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	50.00%	43.51%	50.00%	41.72%	60.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	30.00%	13.92%	--	34.97%	30.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	85.71%	N	90.31%	90.50%	60.00%	N	90.82%	92.50%	85.71%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	80.00%	Y	57.43%	60.50%	50.00%	N	76.69%	78.50%	90.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 0504 - OMAHA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	33.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	18.52%	N
Proficiency Rate: Mathematics	44.86%	51.14%	31.25%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	78.43%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0505 - VALLEY SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	58.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.26%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	38.60%	N
Proficiency Rate: Mathematics	44.86%	51.14%	62.50%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	73.91%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.22%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	60.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0506 - LEAD HILL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	50.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.30%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.22%	N
Proficiency Rate: Mathematics	44.86%	51.14%	26.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.67%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.00%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	91.94%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0601 - HERMITAGE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	10.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	21.74%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.73% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	88.24%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.96%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.83%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0602 - WARREN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	61.54%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.17%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.63%	Y
Participation Rate: Math	98.61%	95.00%	98.61%	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	31.49%	45.22%	15.28%	N
Proficiency Rate: Mathematics	44.86%	51.14%	18.57%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.10% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	67.86%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.29%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.55%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0701 - HAMPTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	20.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	24.24%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.25%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.13%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	85.71%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	0.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0801 - BERRYVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	70.59%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.02%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.20%	Y
Participation Rate: Math	98.61%	95.00%	99.24%	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	31.49%	45.22%	33.05%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.20%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.28%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.45%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
School Age (5-21)	95.05%	96.00%	95.73%	N	

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	50.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 0802 - EUREKA SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.44%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.62%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.54%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.14%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	18.60%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.59%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0803 - GREEN FOREST SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	35.19%	N
Proficiency Rate: Mathematics	44.86%	51.14%	44.23%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.03%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.38%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	85.71%	N
	School Age (5-21)	95.05%	96.00%	96.69%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 0901 - DERMOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	71.43%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	12.90%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.79% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.30%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	19.67%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.96%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 0903 - LAKESIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.75%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	10.91%	N
Proficiency Rate: Mathematics	44.86%	51.14%	16.39%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	65.31%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	14.29%	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)
	2.80%	2.56%	1.02%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1002 - ARKADELPHIA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	69.57%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.80%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.81%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.24%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.40% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	48.59%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	14.12%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	89.83%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1003 - GURDON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	57.14%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	8.16%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	36.36%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.24%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.40% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	81.48%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.70%	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)
	2.80%	2.56%	1.23%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
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For a complete description of all the Indicators, please visit the special education website at
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LEA: 1020 - DAWSON EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	4.27%	6.59%	1.71%	4.51%	1.71%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	37.18%	34.23%	43.59%	17.34%	26.92%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	42.74%	43.51%	48.29%	41.72%	50.43%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	15.81%	13.92%	6.41%	34.97%	20.94%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	94.92%	Y	90.31%	90.50%	98.17%	Y	90.82%	92.50%	97.84%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	58.55%	N	57.43%	60.50%	54.70%	N	76.69%	78.50%	71.37%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	84.38%	N
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1101 - CORNING SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.50%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.47%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	43.94%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.62%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.22% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	41.33%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.33%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.27%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1104 - PIGGOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	95.31%	Y
Participation Rate: Math	98.61%	95.00%	95.77%	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	31.49%	45.22%	18.97%	N
Proficiency Rate: Mathematics	44.86%	51.14%	49.23%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	51.03%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.52%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1106 - RECTOR SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	88.89%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	19.35%	N
Proficiency Rate: Mathematics	44.86%	51.14%	63.49%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.71% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.26%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.48%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.73%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	66.67%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	66.67%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 1201 - CONCORD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.50%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	40.48%	N
Proficiency Rate: Mathematics	44.86%	51.14%	56.25%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.27% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.67%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	89.66%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1202 - HEBER SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	78.95%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.90%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.90%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	18.82%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.23%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.24%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.64%	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)
	2.80%	2.56%	1.20%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	89.80%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	16.67%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	50.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1203 - QUITMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	27.78%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.73%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.19% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	50.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.13%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1204 - WEST SIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	41.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	60.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	77.97%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	8.47%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.62%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1304 - WOODLAWN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	44.12%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.37%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.64% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	82.26%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.61%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1305 - CLEVELAND COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	15.79%	N
Proficiency Rate: Mathematics	44.86%	51.14%	28.57%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.87% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	79.76%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.38%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	91.30%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1402 - MAGNOLIA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.50%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.90%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.62%	N
Proficiency Rate: Mathematics	44.86%	51.14%	24.19%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.60% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	46.80%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.60%	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)
	2.80%	2.56%	3.20%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.06%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	21.43%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	35.71%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	35.71%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1408 - EMERSON-TAYLOR SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	62.50%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.06%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.77%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	26.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	60.71%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	81.43%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.29%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.87%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1503 - NEMO VISTA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.03%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	39.02%	N
Proficiency Rate: Mathematics	44.86%	51.14%	69.23%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.47% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.33%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1505 - WONDERVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.57%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.29%	N
Proficiency Rate: Mathematics	44.86%	51.14%	10.71%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.28% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	40.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.62%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.91%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1507 - SO. CONWAY CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	73.91%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	0.95%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.05%	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	31.49%	45.22%	25.71%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.48% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.48%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.43%	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)
	2.80%	2.56%	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.

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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.77%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1520 - ARCH FORD EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	1.49%	6.59%	9.16%	4.51%	2.48%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	3.96%	34.23%	11.14%	17.34%	2.23%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	16.34%	43.51%	48.51%	41.72%	15.10%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	78.22%	13.92%	31.19%	34.97%	80.20%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	93.18%	Y	90.31%	90.50%	86.69%	N	90.82%	92.50%	87.50%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	94.55%	Y	57.43%	60.50%	79.70%	Y	76.69%	78.50%	95.30%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	98.99%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1601 - BAY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	85.71%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.58%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	44.05%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	16.67%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	78.57%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1602 - WESTSIDE CONS. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	78.95%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.17%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.98%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	27.27%	N
Proficiency Rate: Mathematics	44.86%	51.14%	39.80%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.16%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.16%	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)
	2.80%	2.56%	5.26%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.15%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1603 - BROOKLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	94.74%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.78%	Y
Participation Rate: Math	98.61%	95.00%	98.90%	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	31.49%	45.22%	43.75%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.16%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.37%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.43%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.05%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1605 - BUFFALO IS. CENTRAL SCH. DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	88.89%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.59%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.76%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.72% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	38.40%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.40%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.40%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1608 - JONESBORO SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	82.05%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.89%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	Y
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.00%	Y
Participation Rate: Math	98.61%	95.00%	99.51%	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	31.49%	45.22%	31.07%	N
Proficiency Rate: Mathematics	44.86%	51.14%	37.29%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.30% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	40.33%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.76%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	89.77%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	27.27%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	27.27%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1611 - NETTLETON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	82.61%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	30.53%	N
Proficiency Rate: Mathematics	44.86%	51.14%	49.49%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	36.36%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	18.44%	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)
	2.80%	2.56%	0.26%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.71%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1612 - VALLEY VIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.07%	Y
Participation Rate: Math	98.61%	95.00%	99.08%	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	31.49%	45.22%	43.27%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.57%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.46%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.20%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	99.12%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 1613 - RIVERSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	88.89%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.59%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	26.23%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.82%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	42.54%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.72%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1701 - ALMA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.10%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.57%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	38.07%	N
Proficiency Rate: Mathematics	44.86%	51.14%	56.25%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	71.76%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.47%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.18%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1702 - CEDARVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	7.69%	N
Proficiency Rate: Mathematics	44.86%	51.14%	24.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.48% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.92%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.36%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.36%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 1703 - MOUNTAINBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.28%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.18%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	2.30% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	55.67%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.25%	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)
	2.80%	2.56%	1.03%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1704 - MULBERRY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.56%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	93.02%	N
Participation Rate: Math	98.61%	95.00%	93.18%	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	31.49%	45.22%	12.50%	N
Proficiency Rate: Mathematics	44.86%	51.14%	25.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.30% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	44.29%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.86%	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)
	2.80%	2.56%	11.43%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.77%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1705 - VAN BUREN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.90%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.63%	Y
Participation Rate: Math	98.61%	95.00%	98.01%	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	31.49%	45.22%	28.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	42.27%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.44% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	66.84%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	0.69%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	3.03%	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	9.09%	34.23%	9.09%	17.34%	9.09%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	18.18%	43.51%	27.27%	41.72%	21.21%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	69.70%	13.92%	63.64%	34.97%	69.70%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	90.00%	N	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	87.88%	Y	57.43%	60.50%	90.91%	Y	76.69%	78.50%	90.91%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	98.75%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	72.73%	N

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1802 - EARLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	62.50%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	9.68%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.96%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	13.64%	N
Proficiency Rate: Mathematics	44.86%	51.14%	10.26%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	24.71%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1803 - WEST MEMPHIS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	56.94%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	7.56%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.11%	Y
Participation Rate: Math	98.61%	95.00%	95.80%	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	31.49%	45.22%	35.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	41.18%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	3.46% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	42.96%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.57%	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)
	2.80%	2.56%	0.15%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.89%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	61.90%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	61.90%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 1804 - MARION SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	65.71%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	0.97%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.23%	Y
Participation Rate: Math	98.61%	95.00%	95.88%	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	31.49%	45.22%	28.03%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.42%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.34% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	36.38%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	25.25%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.98%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	91.78%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	91.78%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1901 - CROSS COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	50.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	97.92%	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	31.49%	45.22%	35.56%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.94%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	65.22%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.78%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.24%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 1905 - WYNNE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	72.22%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.53%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.00%	Y
Participation Rate: Math	98.61%	95.00%	98.56%	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	31.49%	45.22%	26.20%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.15%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	33.13%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	26.01%	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)
	2.80%	2.56%	0.62%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.71%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2002 - FORDYCE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.62%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	98.36%	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	31.49%	45.22%	8.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	11.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.02% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	25.26%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.32%	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)
	2.80%	2.56%	57.37%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	83.87%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2104 - DUMAS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	88.89%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.63%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	20.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.79%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.01% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	37.74%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.74%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2105 - MCGEHEE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.62%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.08%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.35%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.75% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	73.75%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.00%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	80.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
Publication Date: March 2012**

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2202 - DREW CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.88%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	33.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	60.61%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	70.19%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.58%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.45%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2203 - MONTICELLO SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	82.35%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.24%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.14%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.57%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	85.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2220 - SOUTHEAST ARKANSAS EDUCATIONAL SERVICE CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	3.20%	1.75%	0.71%	1.46%	2.14%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	0.36%	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	4.27%	34.23%	12.46%	17.34%	1.42%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	52.31%	43.51%	75.09%	41.72%	47.33%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	40.21%	13.92%	11.39%	34.97%	49.11%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	94.64%	Y	90.31%	90.50%	98.80%	Y	90.82%	92.50%	95.80%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	92.53%	Y	57.43%	60.50%	86.48%	Y	76.69%	78.50%	96.44%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	92.49%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2301 - CONWAY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	72.92%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.33%	Y
Participation Rate: Math	98.61%	95.00%	99.69%	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	31.49%	45.22%	46.14%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	70.46%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.01% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.36%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.21%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.94%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2303 - GREENBRIER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	92.31%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	0.57%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.83%	Y
Participation Rate: Math	98.61%	95.00%	99.01%	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	31.49%	45.22%	34.57%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.63%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.31% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	64.72%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.20%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.29%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2304 - GUY-PERKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	97.22%	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	31.49%	45.22%	21.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	60.61%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.50% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	64.18%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.45%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2305 - MAYFLOWER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	63.64%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	31.48%	N
Proficiency Rate: Mathematics	44.86%	51.14%	24.53%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.45% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.48%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.32%	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)
	2.80%	2.56%	0.79%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.88%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2306 - MT. VERNON/ENOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.70%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	95.65%	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	31.49%	45.22%	16.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	44.44%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.98%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.44%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.74%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2307 - VILONIA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	92.31%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	47.72%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	62.16%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.04% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.05%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	14.38%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.35%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2402 - CHARLESTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	85.71%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	20.45%	N
Proficiency Rate: Mathematics	44.86%	51.14%	42.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.13% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.73%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.23%	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)
	2.80%	2.56%	4.94%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2403 - COUNTY LINE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	33.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	55.26%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	66.67%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.28%	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)
	2.80%	2.56%	3.85%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.30%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2404 - OZARK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	70.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.00%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.50%	Y
Participation Rate: Math	98.61%	95.00%	96.70%	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	31.49%	45.22%	42.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.76%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.89% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	70.06%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.73%	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)
	2.80%	2.56%	7.64%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.87%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2420 - WESTERN ARKANSAS CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	4.38%	1.75%	2.19%	1.46%	2.92%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	4.38%	6.59%	8.76%	4.51%	10.95%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	40.15%	34.23%	38.69%	17.34%	24.09%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	27.01%	43.51%	30.66%	41.72%	29.20%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	24.09%	13.92%	19.71%	34.97%	32.85%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	88.46%	N	90.31%	90.50%	86.36%	N	90.82%	92.50%	79.35%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	51.09%	N	57.43%	60.50%	50.36%	N	76.69%	78.50%	62.04%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	92.50%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	99.32%	N
	Early Childhood (3-5)	99.70%	100.00%	99.32%	N
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2501 - MAMMOTH SPRING SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	41.38%	N
Proficiency Rate: Mathematics	44.86%	51.14%	62.50%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	45.95%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.41%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	14.29%	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	71.43%	34.23%	71.43%	17.34%	57.14%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	14.29%	43.51%	28.57%	41.72%	42.86%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	85.71%	N	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	14.29%	N	57.43%	60.50%	28.57%	N	76.69%	78.50%	42.86%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	90.00%	Y
	School Age (5-21)	95.05%	96.00%	97.87%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2502 - SALEM SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	31.71%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.28%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.31% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	69.90%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	1.94%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.15%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2503 - VIOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	52.00%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	57.69%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	64.29%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.86%	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)
	2.80%	2.56%	1.43%	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.

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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.33%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2601 - CUTTER-MORNING STAR SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	0.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	92.68%	N
Participation Rate: Math	98.61%	95.00%	95.65%	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	31.49%	45.22%	42.86%	N
Proficiency Rate: Mathematics	44.86%	51.14%	56.10%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.94%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	3.53%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2602 - FOUNTAIN LAKE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	68.75%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.96%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	39.13%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.40%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.60% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.17%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.19%	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)
	2.80%	2.56%	1.96%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.45%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2603 - HOT SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	64.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	8.15%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.68%	Y
Participation Rate: Math	98.61%	95.00%	97.82%	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	31.49%	45.22%	29.72%	N
Proficiency Rate: Mathematics	44.86%	51.14%	39.77%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	37.48%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.37%	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)
	2.80%	2.56%	1.62%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.19%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2604 - JESSIEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.27%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.21%	Y
Participation Rate: Math	98.61%	95.00%	98.31%	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	31.49%	45.22%	43.40%	N
Proficiency Rate: Mathematics	44.86%	51.14%	54.72%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.61% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	42.28%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.88%	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)
	2.80%	2.56%	4.07%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2605 - LAKE HAMILTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.88%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.49%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.58%	Y
Participation Rate: Math	98.61%	95.00%	99.26%	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	31.49%	45.22%	40.27%	N
Proficiency Rate: Mathematics	44.86%	51.14%	58.94%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.91% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.03%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	2.03%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	89.01%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	20.00%	N

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	60.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	60.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2606 - LAKESIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.50%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.39%	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	31.49%	45.22%	44.06%	N
Proficiency Rate: Mathematics	44.86%	51.14%	59.74%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.19% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	43.06%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.38%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	40.00%	N

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2607 - MOUNTAIN PINE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.62%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	8.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	25.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.18%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	1.18%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	90.91%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	90.91%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2703 - POYEN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	66.04%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.77%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.37%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	50.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2705 - SHERIDAN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	71.43%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.47%	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	31.49%	45.22%	36.26%	N
Proficiency Rate: Mathematics	44.86%	51.14%	57.87%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.08% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	47.94%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.78%	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)
	2.80%	2.56%	0.26%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.84%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2803 - MARMADUKE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	71.43%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.03%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.55%	N
Proficiency Rate: Mathematics	44.86%	51.14%	25.42%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.76%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.62%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.92%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2807 - GREENE COUNTY TECH SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	63.64%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.03%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.25%	Y
Participation Rate: Math	98.61%	95.00%	98.90%	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	31.49%	45.22%	27.45%	N
Proficiency Rate: Mathematics	44.86%	51.14%	50.78%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.28% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	40.70%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	0.19%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	0.00%	1.75%	0.00%	1.46%	0.00%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	0.00%	6.59%	0.00%	4.51%	0.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	0.00%	34.23%	0.00%	17.34%	0.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	0.00%	43.51%	0.00%	41.72%	0.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	0.00%	13.92%	0.00%	34.97%	0.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2808 - PARAGOULD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	69.23%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.05%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.44%	Y
Participation Rate: Math	98.61%	95.00%	99.44%	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	31.49%	45.22%	33.12%	N
Proficiency Rate: Mathematics	44.86%	51.14%	49.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.48% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.02%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.08%	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)
	2.80%	2.56%	0.28%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	4.76%	4.51%	14.29%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	19.05%	34.23%	23.81%	17.34%	4.76%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	42.86%	43.51%	38.10%	41.72%	23.81%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	38.10%	13.92%	33.33%	34.97%	57.14%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	92.86%	Y	90.82%	92.50%	66.67%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	80.95%	Y	57.43%	60.50%	71.43%	Y	76.69%	78.50%	80.95%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	98.75%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2901 - BLEVINS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	71.43%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	9.52%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.58%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.40%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	65.38%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	19.23%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 2903 - HOPE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	94.74%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.15%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	10.40%	N
Proficiency Rate: Mathematics	44.86%	51.14%	17.93%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.39% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	83.69%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.80%	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)
	2.80%	2.56%	0.35%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.15%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 2906 - SPRING HILL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	60.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	18.75%	N
Proficiency Rate: Mathematics	44.86%	51.14%	50.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	82.93%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	2.44%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 2920 - SOUTHWEST ARKANSAS EDUCATIONAL CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	2.76%	6.59%	3.31%	4.51%	3.31%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	13.81%	34.23%	24.86%	17.34%	11.60%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	50.83%	43.51%	64.09%	41.72%	49.72%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	32.60%	13.92%	7.73%	34.97%	35.36%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	95.90%	Y	90.31%	90.50%	96.41%	Y	90.82%	92.50%	94.87%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	83.43%	Y	57.43%	60.50%	71.82%	Y	76.69%	78.50%	85.08%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	99.12%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3001 - BISMARCK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	76.92%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.67%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	31.25%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.46%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.58% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	42.86%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.61%	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)
	2.80%	2.56%	5.88%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.36%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3002 - GLEN ROSE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.91%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	36.51%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.77%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.21% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	40.77%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.46%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	83.82%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 3003 - MAGNET COVE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	92.86%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	42.42%	N
Proficiency Rate: Mathematics	44.86%	51.14%	43.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.24%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.94%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	87.50%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3004 - MALVERN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	70.59%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.68%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.25%	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	31.49%	45.22%	22.86%	N
Proficiency Rate: Mathematics	44.86%	51.14%	34.51%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.97%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.62%	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)
	2.80%	2.56%	3.30%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 3005 - OUACHITA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	23.53%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	73.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 3102 - DIERKS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	7.69%	N
Proficiency Rate: Mathematics	44.86%	51.14%	29.63%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.81%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.69%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	84.21%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3104 - MINERAL SPRINGS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	19.35%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.23% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.79%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	2.74%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.44%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3105 - NASHVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	93.75%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.32%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	26.53%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.38%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.59%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3201 - BATESVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	65.22%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.73%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.53%	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	31.49%	45.22%	40.98%	N
Proficiency Rate: Mathematics	44.86%	51.14%	53.77%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.12% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.73%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.94%	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)
	2.80%	2.56%	1.84%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	4.90%	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	8.82%	34.23%	18.63%	17.34%	7.84%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	40.20%	43.51%	39.22%	41.72%	82.35%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	50.98%	13.92%	37.25%	34.97%	9.80%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	92.19%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	91.18%	Y	57.43%	60.50%	76.47%	Y	76.69%	78.50%	92.16%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	90.91%	Y
	School Age (5-21)	95.05%	96.00%	97.90%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	33.33%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	66.67%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	66.67%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 3209 - SOUTHSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	78.26%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.57%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	99.00%	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	31.49%	45.22%	39.78%	N
Proficiency Rate: Mathematics	44.86%	51.14%	61.70%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.95%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.79%	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)
	2.80%	2.56%	2.33%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	3.85%	6.59%	3.85%	4.51%	3.85%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	50.00%	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	23.08%	43.51%	42.31%	41.72%	57.69%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	73.08%	13.92%	3.85%	34.97%	38.46%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	85.71%	N	90.31%	90.50%	96.00%	Y	90.82%	92.50%	93.75%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	96.15%	Y	57.43%	60.50%	46.15%	N	76.69%	78.50%	96.15%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	96.77%	Y
	School Age (5-21)	95.05%	96.00%	94.20%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3211 - MIDLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.85%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.88%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	40.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	53.33%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.05%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	16.22%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	25.00%	17.34%	25.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	81.25%	43.51%	75.00%	41.72%	75.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	18.75%	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	100.00%	Y	57.43%	60.50%	75.00%	Y	76.69%	78.50%	75.00%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
School Age (5-21)	95.05%	96.00%	100.00%	Y	

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3212 - CEDAR RIDGE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	85.71%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.31%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	31.03%	N
Proficiency Rate: Mathematics	44.86%	51.14%	37.29%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	68.18%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.36%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	5.26%	43.51%	10.53%	41.72%	5.26%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	94.74%	13.92%	89.47%	34.97%	94.74%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	100.00%	Y	57.43%	60.50%	100.00%	Y	76.69%	78.50%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	96.08%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	50.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3301 - CALICO ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	33.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	89.80%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3302 - MELBOURNE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	34.29%	N
Proficiency Rate: Mathematics	44.86%	51.14%	58.33%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.24% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.79%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.25%	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)
	2.80%	2.56%	2.06%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.44%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3306 - IZARD CO. CONS. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	28.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.75%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.89%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	15.38%	6.59%	7.69%	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	23.08%	34.23%	7.69%	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	61.54%	43.51%	84.62%	41.72%	84.62%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	15.38%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	84.62%	N	90.31%	90.50%	92.31%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	61.54%	N	57.43%	60.50%	84.62%	Y	76.69%	78.50%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	33.33%	N
	School Age (5-21)	95.05%	96.00%	98.28%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	100.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3320 - NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	5.56%	6.59%	3.09%	4.51%	3.09%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	19.14%	34.23%	20.99%	17.34%	11.11%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	58.64%	43.51%	52.47%	41.72%	51.85%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	16.67%	13.92%	23.46%	34.97%	33.95%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	93.33%	Y	90.31%	90.50%	95.97%	Y	90.82%	92.50%	95.33%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	75.31%	Y	57.43%	60.50%	75.93%	Y	76.69%	78.50%	85.80%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	95.17%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 3403 - NEWPORT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	68.75%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.33%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.74%	N
Proficiency Rate: Mathematics	44.86%	51.14%	44.76%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.80% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	73.68%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	27.27%	34.23%	63.64%	17.34%	27.27%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	63.64%	43.51%	36.36%	41.72%	63.64%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	9.09%	13.92%	--	34.97%	9.09%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	72.73%	Y	57.43%	60.50%	36.36%	N	76.69%	78.50%	72.73%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 3405 - JACKSON CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	29.03%	N
Proficiency Rate: Mathematics	44.86%	51.14%	75.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	63.53%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.24%	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)
	2.80%	2.56%	1.18%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3502 - DOLLARWAY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	57.89%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.48%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	17.86%	N
Proficiency Rate: Mathematics	44.86%	51.14%	34.07%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.98% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	43.56%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	9.20%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	98.11%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3505 - PINE BLUFF SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	65.79%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.18%	Y
Participation Rate: Math	98.61%	95.00%	96.33%	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	31.49%	45.22%	24.47%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	2.83% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	13.48%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	25.35%	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)
	2.80%	2.56%	5.32%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.31%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	63.16%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	63.16%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3509 - WATSON CHAPEL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.45%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.42%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	23.53%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.87%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	3.33% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	31.27%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.31%	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)
	2.80%	2.56%	7.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.90%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3510 - WHITE HALL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	61.11%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.61%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.03%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	36.88%	N
Proficiency Rate: Mathematics	44.86%	51.14%	56.03%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	47.39%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	16.42%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.02%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	98.15%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	98.15%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3520 - ARKANSAS RIVER EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	13.68%	1.75%	8.02%	1.46%	7.08%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	0.94%	6.59%	0.94%	4.51%	1.89%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	18.87%	34.23%	59.43%	17.34%	14.15%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	49.53%	43.51%	25.94%	41.72%	42.45%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	16.98%	13.92%	5.66%	34.97%	34.43%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	82.39%	N	90.31%	90.50%	90.50%	Y	90.82%	92.50%	86.33%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	66.51%	N	57.43%	60.50%	31.60%	N	76.69%	78.50%	76.89%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	83.74%	N
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 3601 - CLARKSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	95.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.83%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	36.55%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.30%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.09% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	45.19%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.63%	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)
	2.80%	2.56%	0.74%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.93%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 3604 - LAMAR SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.31%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	34.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	49.06%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.21%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3606 - WESTSIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	50.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.58%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-2.82% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	47.19%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.87%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	91.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3701 - BRADLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	8.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	17.39%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	82.86%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.86%	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)
	2.80%	2.56%	2.86%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3704 - LAFAYETTE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.91%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.69%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.50%	Y
Participation Rate: Math	98.61%	95.00%	95.35%	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	31.49%	45.22%	13.51%	N
Proficiency Rate: Mathematics	44.86%	51.14%	27.03%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.28% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	75.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.84%	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)
	2.80%	2.56%	2.63%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 3804 - HOXIE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	73.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.88%	N
Proficiency Rate: Mathematics	44.86%	51.14%	49.25%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.66% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	51.20%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.20%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.80%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 3806 - SLOAN-HENDRIX SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.44%	N
Proficiency Rate: Mathematics	44.86%	51.14%	34.78%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.24%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.10%	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)
	2.80%	2.56%	2.20%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.52%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3809 - HILLCREST SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.24%	N
Proficiency Rate: Mathematics	44.86%	51.14%	50.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.90% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	51.61%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.23%	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)
	2.80%	2.56%	1.61%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3810 - LAWRENCE COUNTY

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	86.67%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.11%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.10%	Y
Participation Rate: Math	98.61%	95.00%	98.51%	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	31.49%	45.22%	26.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	41.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.35%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.45%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	95.24%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	95.24%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3820 - NORTHEAST ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	5.69%	6.59%	17.89%	4.51%	1.63%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	6.50%	34.23%	15.45%	17.34%	1.63%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	21.95%	43.51%	42.28%	41.72%	16.26%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	65.85%	13.92%	24.39%	34.97%	80.49%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	83.33%	N	90.31%	90.50%	76.34%	N	90.82%	92.50%	91.67%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	87.80%	Y	57.43%	60.50%	66.67%	Y	76.69%	78.50%	96.75%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3840 - IMBODEN CHARTER SCHOOL DIST

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	50.00%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	30.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.94%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 3904 - LEE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	78.26%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.06%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	7.14%	N
Proficiency Rate: Mathematics	44.86%	51.14%	22.22%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	3.09% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.24%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.08%	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)
	2.80%	2.56%	3.88%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	1.64%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4003 - STAR CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	65.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.97%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.95%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.85%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.26% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.03%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.49%	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)
	2.80%	2.56%	0.63%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 4101 - ASHDOWN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.62%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.65%	Y
Participation Rate: Math	98.61%	95.00%	96.63%	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	31.49%	45.22%	14.93%	N
Proficiency Rate: Mathematics	44.86%	51.14%	20.78%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.94%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.84%	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)
	2.80%	2.56%	1.31%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.12%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4102 - FOREMAN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	9.52%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	9.68%	N
Proficiency Rate: Mathematics	44.86%	51.14%	42.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.40% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	63.64%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.03%	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)
	2.80%	2.56%	1.52%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.22%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4201 - BOONEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	78.57%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.47%	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)
Overall	Y	17.15%	6.25%	Y
Literacy	Y		16.00%	Y
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.12%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.47%	N
Proficiency Rate: Mathematics	44.86%	51.14%	39.83%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.57%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.60%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.56%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4202 - MAGAZINE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	50.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.25%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	17.14%	N
Proficiency Rate: Mathematics	44.86%	51.14%	44.44%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.63% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.40%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.26%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.31%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4203 - PARIS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	60.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	98.67%	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	31.49%	45.22%	30.65%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.47%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.84% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	77.39%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.48%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4204 - SCRANTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.05%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.84%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.27% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	75.56%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.10%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4301 - LONOKE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	81.25%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.77%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.85%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.79%	N
Proficiency Rate: Mathematics	44.86%	51.14%	42.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.26% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	51.05%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.58%	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)
	2.80%	2.56%	2.11%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 4302 - ENGLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	81.82%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.67%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.75%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	29.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.36%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.47% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	40.16%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.32%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4303 - CARLISLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.70%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.83%	Y
Participation Rate: Math	98.61%	95.00%	97.92%	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	31.49%	45.22%	22.50%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.62%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	76.74%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4304 - CABOT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	74.39%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.52%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.36%	Y
Participation Rate: Math	98.61%	95.00%	99.41%	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	31.49%	45.22%	41.84%	N
Proficiency Rate: Mathematics	44.86%	51.14%	53.21%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.69% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	50.21%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	21.08%	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)
	2.80%	2.56%	0.68%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4401 - HUNTSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	81.82%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.46%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	38.68%	N
Proficiency Rate: Mathematics	44.86%	51.14%	44.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	64.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.33%	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)
	2.80%	2.56%	2.67%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	41.67%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	41.67%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4501 - FLIPPIN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.17%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.00%	Y
Participation Rate: Math	98.61%	95.00%	98.08%	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	31.49%	45.22%	40.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	57.14%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.13% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	70.75%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.21%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	20.00%	4.51%	20.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	40.00%	34.23%	20.00%	17.34%	20.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	40.00%	43.51%	40.00%	41.72%	40.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	20.00%	13.92%	20.00%	34.97%	20.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	75.00%	N	90.82%	92.50%	75.00%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	60.00%	N	57.43%	60.50%	60.00%	N	76.69%	78.50%	60.00%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	97.22%	Y

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4502 - YELLVILLE-SUMMIT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.40%	N
Proficiency Rate: Mathematics	44.86%	51.14%	31.51%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.14% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	45.45%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.82%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	99.20%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4602 - GENOA CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.23%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	29.03%	N
Proficiency Rate: Mathematics	44.86%	51.14%	52.94%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.35% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	68.85%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.20%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 4603 - FOUKE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	35.19%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.63%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	69.64%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4605 - TEXARKANA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.78%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.52%	Y
Participation Rate: Math	98.61%	95.00%	98.09%	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	31.49%	45.22%	22.87%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.68%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.87% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.62%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.96%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	98.21%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	98.21%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 4701 - ARMOREL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	17.86%	N
Proficiency Rate: Mathematics	44.86%	51.14%	29.03%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.45% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	70.83%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4702 - BLYTHEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	47.73%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.88%	Y
Participation Rate: Math	98.61%	95.00%	98.91%	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	31.49%	45.22%	10.65%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.56%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	3.28% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	36.59%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.89%	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)
	2.80%	2.56%	0.84%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.04%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	33.33%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	33.33%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4706 - SO. MISS. COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.92%	Y
Participation Rate: Math	98.61%	95.00%	96.92%	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	31.49%	45.22%	18.97%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.76%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.05% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	70.63%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	0.79%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	33.33%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	33.33%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4708 - GOSNELL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	60.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	8.82%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	44.29%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.39%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	2.86% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	48.98%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.65%	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)
	2.80%	2.56%	2.72%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.52%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4712 - MANILA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.72%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	34.72%	N
Proficiency Rate: Mathematics	44.86%	51.14%	39.24%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.87%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.92%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.72%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	40.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	60.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	60.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 4713 - OSCEOLA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	27.78%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.88%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	93.68%	N
Participation Rate: Math	98.61%	95.00%	94.78%	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	31.49%	45.22%	24.14%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.58%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	42.20%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	22.54%	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)
	2.80%	2.56%	2.31%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4740 - OSCEOLA COMMUNICATION BUSINESS

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	50.00%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	95.00%	66.67%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 4801 - BRINKLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	57.14%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	31.91%	N
Proficiency Rate: Mathematics	44.86%	51.14%	28.85%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.68% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	36.46%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.06%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 4802 - CLARENDON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	44.44%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.73%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	2.50%	N
Proficiency Rate: Mathematics	44.86%	51.14%	11.90%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.89% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	36.84%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.53%	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)
	2.80%	2.56%	3.95%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4901 - CADDO HILLS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	16.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	41.18%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	41.67%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.95%	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)
	2.80%	2.56%	1.19%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 4902 - MOUNT IDA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	27.27%	N
Proficiency Rate: Mathematics	44.86%	51.14%	39.39%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	80.95%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.35%	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)
	2.80%	2.56%	1.59%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5006 - PRESCOTT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.22%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.24%	N
Proficiency Rate: Mathematics	44.86%	51.14%	28.17%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.59%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.16%	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)
	2.80%	2.56%	1.44%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	100.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5008 - NEVADA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	9.52%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.28% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	48.89%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.50%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5102 - JASPER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.67%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.21%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	30.77%	N
Proficiency Rate: Mathematics	44.86%	51.14%	42.59%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	75.83%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.00%	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)
	2.80%	2.56%	3.33%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	87.04%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5106 - DEER/MT. JUDEA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.22%	N
Proficiency Rate: Mathematics	44.86%	51.14%	38.71%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.52% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	78.57%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.43%	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)
	2.80%	2.56%	1.43%	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.

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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.15%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5201 - BEARDEN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.67%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	11.54%	N
Proficiency Rate: Mathematics	44.86%	51.14%	25.93%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.19% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	70.37%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.75%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5204 - CAMDEN FAIRVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.62%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.88%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.50%	Y
Participation Rate: Math	98.61%	95.00%	98.28%	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	31.49%	45.22%	32.08%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.08%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.03% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	42.69%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	16.21%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.06%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5205 - HARMONY GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.00%	Y
Participation Rate: Math	98.61%	95.00%	98.36%	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	31.49%	45.22%	16.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	31.03%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	93.26%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.25%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.81%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5206 - STEPHENS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	88.89%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	4.17%	N
Proficiency Rate: Mathematics	44.86%	51.14%	13.04%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	81.82%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.03%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.22%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	0.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 5220 - SOUTH CENTRAL SERVICE CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	2.91%	6.59%	11.05%	4.51%	5.81%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	14.53%	34.23%	33.14%	17.34%	8.72%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	36.63%	43.51%	52.33%	41.72%	44.19%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	45.93%	13.92%	3.49%	34.97%	41.28%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	94.62%	Y	90.31%	90.50%	88.55%	N	90.82%	92.50%	90.10%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	82.56%	Y	57.43%	60.50%	55.81%	N	76.69%	78.50%	85.47%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	88.51%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5301 - EAST END SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	87.50%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.13%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.33%	Y
Participation Rate: Math	98.61%	95.00%	98.36%	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	31.49%	45.22%	23.64%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.71%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	48.28%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.03%	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)
	2.80%	2.56%	0.86%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.77%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5303 - PERRYVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	81.82%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.28%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	42.47%	N
Proficiency Rate: Mathematics	44.86%	51.14%	37.50%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.43% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	50.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.56%	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)
	2.80%	2.56%	2.82%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.79%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5401 - BARTON-LEXA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	42.86%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.36%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	27.45%	N
Proficiency Rate: Mathematics	44.86%	51.14%	28.85%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.33% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	26.97%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.37%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	0.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5403 - HELENA/W.HELENA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	60.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.54%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	15.32%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.44%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-2.40% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	45.70%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	19.00%	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)
	2.80%	2.56%	0.45%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.90%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5404 - MARVELL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	58.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	9.76%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	97.22%	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	31.49%	45.22%	0.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.53%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.04% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	19.61%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	3.92%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5420 - GREAT RIVERS CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	1.84%	1.75%	4.41%	1.46%	1.84%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	0.74%	6.59%	1.47%	4.51%	0.37%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	15.07%	34.23%	23.90%	17.34%	5.51%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	50.37%	43.51%	54.78%	41.72%	54.41%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	31.99%	13.92%	15.44%	34.97%	37.87%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	96.22%	Y	90.31%	90.50%	93.04%	Y	90.82%	92.50%	96.45%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	82.35%	Y	57.43%	60.50%	70.22%	Y	76.69%	78.50%	92.28%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	68.42%	N
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	99.84%	N
	Early Childhood (3-5)	99.70%	100.00%	99.84%	N
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5440 - KIPP: DELTA COLLEGE PREP SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	11.11%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.36%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	82.35%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5502 - CENTERPOINT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.49%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	29.09%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.62%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.63% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.55%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.55%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5503 - KIRBY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	62.50%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.45%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	16.67%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.08%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.71% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	66.67%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5504 - SOUTH PIKE COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	77.78%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.28%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	35.85%	N
Proficiency Rate: Mathematics	44.86%	51.14%	41.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	3.77% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	74.76%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.85%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5602 - HARRISBURG SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	92.31%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	8.70%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.03%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.26%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.96%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.10% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	41.21%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.91%	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)
	2.80%	2.56%	1.21%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.55%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 5604 - MARKED TREE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.41%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.19%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.20% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	33.65%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	24.04%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.48%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5605 - TRUMANN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	74.07%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.81%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.32%	Y
Participation Rate: Math	98.61%	95.00%	99.33%	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	31.49%	45.22%	27.69%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.21%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.30% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.29%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	20.97%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	99.34%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5608 - EAST POINSETT CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	54.55%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.77%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	16.46%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.54%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	55.70%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.41%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.38%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5620 - CROWLEY'S RIDGE EDUCATIONAL CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	1.94%	1.75%	1.29%	1.46%	0.65%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	5.81%	6.59%	1.94%	4.51%	4.52%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	43.87%	34.23%	45.16%	17.34%	36.77%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	40.00%	43.51%	43.23%	41.72%	45.16%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	8.39%	13.92%	8.39%	34.97%	12.90%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	91.55%	Y	90.31%	90.50%	96.48%	Y	90.82%	92.50%	94.07%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	48.39%	N	57.43%	60.50%	51.61%	N	76.69%	78.50%	58.06%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	76.92%	N
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5703 - MENA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.21%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.47%	N
Proficiency Rate: Mathematics	44.86%	51.14%	52.83%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	79.38%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	14.43%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.25%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5706 - OUACHITA RIVER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.78%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.88%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	23.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.37%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.33% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	72.15%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5707 - COSSATOT RIVER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.39%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	30.51%	N
Proficiency Rate: Mathematics	44.86%	51.14%	57.35%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	2.04% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.41%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.62%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 5801 - ATKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.08%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.97%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	30.51%	N
Proficiency Rate: Mathematics	44.86%	51.14%	43.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	41.35%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.79%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	80.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5802 - DOVER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	91.67%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.28%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.65%	Y
Participation Rate: Math	98.61%	95.00%	97.92%	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	31.49%	45.22%	46.84%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	48.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.41% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	69.82%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.98%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.31%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5803 - HECTOR SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	67.65%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	48.78%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.76%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	27.85%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5804 - POTTSVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.08%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	58.33%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	71.88%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.41% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	68.66%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.43%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	95.89%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 5805 - RUSSELLVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	91.67%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.82%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.61%	Y
Participation Rate: Math	98.61%	95.00%	98.36%	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	31.49%	45.22%	45.90%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	64.39%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.07% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	65.58%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	19.69%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.21%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 5901 - DES ARC SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	32.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.34%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.38% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	49.35%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.90%	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)
	2.80%	2.56%	6.49%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.44%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 5903 - HAZEN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	20.51%	N
Proficiency Rate: Mathematics	44.86%	51.14%	40.91%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.65% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	51.28%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.13%	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)
	2.80%	2.56%	1.28%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	50.00%	N

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6001 - LITTLE ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	62.92%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.70%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.48%	Y
Participation Rate: Math	98.61%	95.00%	96.07%	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	31.49%	45.22%	25.06%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.43% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	50.44%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	15.67%	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)
	2.80%	2.56%	6.35%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	91.54%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	91.54%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6002 - N. LITTLE ROCK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	71.43%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	7.37%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.51%	Y
Participation Rate: Math	98.61%	95.00%	98.27%	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	31.49%	45.22%	20.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.78%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.04% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.10%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	16.55%	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)
	2.80%	2.56%	5.91%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	86.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6003 - PULASKI CO. SPEC. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	61.59%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.08%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	26.08%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.10%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.44% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	52.84%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.81%	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)
	2.80%	2.56%	5.89%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.19%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	97.44%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	97.44%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6040 - ACADEMICS PLUS CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	0.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	21.05%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.19% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6041 - LISA ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.29%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	92.31%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6042 - DREAMLAND ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	0.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	32.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
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For a complete description of all the Indicators, please visit the special education website at
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LEA: 6043 - ARKANSAS VIRTUAL CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	18.92%	N
Proficiency Rate: Mathematics	44.86%	51.14%	24.32%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6044 - COVENANT KEEPERS CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	0.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	0.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-2.81% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	75.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.33%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6045 - eSTEM ELEMENTARY CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	54.55%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	63.64%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6046 - eSTEM MIDDLE CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	15.79%	N
Proficiency Rate: Mathematics	44.86%	51.14%	33.33%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.26% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 6047 - eSTEM HIGH CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	0.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6048 - LISA ACADEMY CHARTER SCHOOL - NLR

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	33.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	44.44%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.27% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	77.78%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6049 - LITTLE ROCK PREPARATORY ACADEMY CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	0.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	12.50%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	0.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	100.00%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6050 - JACKSONVILLE LIGHT HOUSE CHARTER SCHOOL

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	36.36%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.45%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	44.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6051 - URBAN COLLEGIATE PUBLIC CHARTER

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	100.00%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6091 - AR SCHOOL FOR THE BLIND

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	78.26%	N
Participation Rate: Math	98.61%	95.00%	78.57%	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	31.49%	45.22%	42.42%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.34%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	0.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	100.00%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	40.00%	34.23%	20.00%	17.34%	40.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	40.00%	43.51%	60.00%	41.72%	20.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	20.00%	13.92%	20.00%	34.97%	40.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	60.00%	N	57.43%	60.50%	80.00%	Y	76.69%	78.50%	60.00%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	79.17%	N

Note: * Indicates a zero reponse rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6092 - AR SCHOOL FOR THE DEAF

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.94%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.39%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	13.11%	N
Proficiency Rate: Mathematics	44.86%	51.14%	20.41%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	0.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	100.00%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	60.00%	34.23%	60.00%	17.34%	60.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	40.00%	43.51%	40.00%	41.72%	40.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	100.00%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	40.00%	N	57.43%	60.50%	40.00%	N	76.69%	78.50%	40.00%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	90.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	--	N/A
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6102 - MAYNARD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	27.27%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.36%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	47.73%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.14%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	0.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 6103 - POCAHONTAS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.03%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.11%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	46.46%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	66.36%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.41% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.85%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.79%	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)
	2.80%	2.56%	1.94%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	4.00%	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	16.00%	43.51%	92.00%	41.72%	16.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	84.00%	13.92%	4.00%	34.97%	84.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	100.00%	Y	90.31%	90.50%	95.83%	Y	90.82%	92.50%	100.00%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	100.00%	Y	57.43%	60.50%	96.00%	Y	76.69%	78.50%	100.00%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	95.45%	Y
	School Age (5-21)	95.05%	96.00%	94.12%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6201 - FORREST CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	73.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.49%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.41%	Y
Participation Rate: Math	98.61%	95.00%	97.54%	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	31.49%	45.22%	17.21%	N
Proficiency Rate: Mathematics	44.86%	51.14%	28.19%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.93% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.20%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.57%	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)
	2.80%	2.56%	3.93%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.98%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	89.66%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	89.66%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	50.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6202 - HUGHES SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	10.71%	N
Proficiency Rate: Mathematics	44.86%	51.14%	24.14%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.39% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	39.29%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	28.57%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	0.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6205 - PALESTINE-WHEATLEY SCH. DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	5.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.56%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	3.00% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	24.32%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	5.41%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	0.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6301 - BAUXITE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	93.75%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.89%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.08% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.16%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.13%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.15%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6302 - BENTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	74.47%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	4.24%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.85%	Y
Participation Rate: Math	98.61%	95.00%	99.63%	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	31.49%	45.22%	44.35%	N
Proficiency Rate: Mathematics	44.86%	51.14%	60.64%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.02% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	55.56%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	1.68%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.85%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6303 - BRYANT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	62.50%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.58%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.44%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	43.76%	N
Proficiency Rate: Mathematics	44.86%	51.14%	59.91%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	1.05% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	53.35%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	16.13%	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)
	2.80%	2.56%	3.46%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.22%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6304 - HARMONY GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	62.50%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.45%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.57%	Y
Participation Rate: Math	98.61%	95.00%	97.40%	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	31.49%	45.22%	7.69%	N
Proficiency Rate: Mathematics	44.86%	51.14%	27.54%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.22% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	50.72%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	9.42%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	78.13%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	25.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	25.00%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6401 - WALDRON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	70.83%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.17%	Y
Participation Rate: Math	98.61%	95.00%	99.24%	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	31.49%	45.22%	13.08%	N
Proficiency Rate: Mathematics	44.86%	51.14%	23.73%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.21% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	73.26%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.60%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.96%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 6502 - SEARCY COUNTY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	76.92%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	97.92%	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	31.49%	45.22%	28.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	66.67%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.75% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	81.48%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	12.50%	1.75%	12.50%	1.46%	12.50%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	12.50%	34.23%	25.00%	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	50.00%	43.51%	25.00%	41.72%	62.50%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	25.00%	13.92%	37.50%	34.97%	25.00%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	83.33%	N	90.31%	90.50%	80.00%	N	90.82%	92.50%	83.33%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	75.00%	Y	57.43%	60.50%	62.50%	Y	76.69%	78.50%	87.50%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	100.00%	Y
	School Age (5-21)	95.05%	96.00%	96.46%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 6505 - OZARK MOUNTAIN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.21%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	26.47%	N
Proficiency Rate: Mathematics	44.86%	51.14%	35.38%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.52% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.37%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.88%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	10.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	60.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	60.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
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LEA: 6601 - FORT SMITH SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	79.51%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.79%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.61%	Y
Participation Rate: Math	98.61%	95.00%	98.90%	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	31.49%	45.22%	31.10%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.05%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.61% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.66%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	1.58%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	3.61%	6.59%	8.43%	4.51%	7.23%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	34.94%	34.23%	42.17%	17.34%	16.87%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	43.37%	43.51%	38.55%	41.72%	51.81%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	18.07%	13.92%	10.84%	34.97%	24.10%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	95.59%	Y	90.31%	90.50%	90.54%	Y	90.82%	92.50%	90.48%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	61.45%	N	57.43%	60.50%	49.40%	N	76.69%	78.50%	75.90%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	93.75%	Y
	School Age (5-21)	95.05%	96.00%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	99.70%	N
	Early Childhood (3-5)	99.70%	100.00%	99.70%	N
	School Age (5-21)	98.97%	100.00%	99.70%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6602 - GREENWOOD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.82%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.58%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	32.89%	N
Proficiency Rate: Mathematics	44.86%	51.14%	57.45%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.06% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	76.63%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	6.97%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	89.47%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	98.48%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	98.48%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6603 - HACKETT SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.45%	N
Proficiency Rate: Mathematics	44.86%	51.14%	26.92%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.54%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.66%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	91.89%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 6604 - HARTFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.97%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	23.08%	N
Proficiency Rate: Mathematics	44.86%	51.14%	26.92%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	55.74%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.48%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6605 - LAVACA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	44.44%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	95.92%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.58%	N
Proficiency Rate: Mathematics	44.86%	51.14%	41.30%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.39% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	55.56%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.33%	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)
	2.80%	2.56%	1.11%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.21%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6606 - MANSFIELD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	91.67%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	19.23%	N
Proficiency Rate: Mathematics	44.86%	51.14%	31.25%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	66.96%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.82%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 6701 - DEQUEEN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	78.95%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.96%	Y
Participation Rate: Math	98.61%	95.00%	98.94%	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	31.49%	45.22%	37.08%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	43.84%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.84%	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)
	2.80%	2.56%	1.48%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	99.15%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6703 - HORATIO SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	19.51%	N
Proficiency Rate: Mathematics	44.86%	51.14%	39.53%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.95%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6720 - DEQUEEN/MENA EDUCATIONAL CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	1.53%	6.59%	3.05%	4.51%	1.53%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	19.08%	34.23%	43.51%	17.34%	6.11%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	52.67%	43.51%	46.56%	41.72%	57.25%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	26.72%	13.92%	6.87%	34.97%	35.11%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	97.92%	Y	90.31%	90.50%	96.72%	Y	90.82%	92.50%	97.65%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	79.39%	Y	57.43%	60.50%	53.44%	N	76.69%	78.50%	92.37%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	82.65%	N
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6802 - CAVE CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.72%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	38.16%	N
Proficiency Rate: Mathematics	44.86%	51.14%	53.25%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.55%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.79%	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)
	2.80%	2.56%	2.60%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	98.25%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 6804 - HIGHLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	97.92%	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	31.49%	45.22%	40.26%	N
Proficiency Rate: Mathematics	44.86%	51.14%	47.62%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.21% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	68.82%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.41%	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)
	2.80%	2.56%	1.18%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.78%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 6901 - MOUNTAIN VIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	44.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	42.86%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.30%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	20.18%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.47%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	14.29%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	28.57%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	28.57%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 7001 - EL DORADO SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	72.22%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.90%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.78%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	37.74%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.06%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-2.08% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	74.04%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.70%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7003 - JUNCTION CITY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.44%	Y
Participation Rate: Math	98.61%	95.00%	97.30%	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	31.49%	45.22%	19.44%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.45%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	72.22%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7006 - NORPHLET SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.86%	N
Proficiency Rate: Mathematics	44.86%	51.14%	26.47%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.80% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	85.19%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.85%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7007 - PARKERS CHAPEL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	47.73%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	53.49%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.91% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	55.74%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.64%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7008 - SMACKOVER SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.44%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	97.22%	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	31.49%	45.22%	32.43%	N
Proficiency Rate: Mathematics	44.86%	51.14%	27.27%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	63.01%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	4.11%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 7009 - STRONG-HUTTIG SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	20.69%	N
Proficiency Rate: Mathematics	44.86%	51.14%	34.48%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.69% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	73.08%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.62%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7102 - CLINTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	83.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.25%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.00%	Y
Participation Rate: Math	98.61%	95.00%	98.96%	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	31.49%	45.22%	31.18%	N
Proficiency Rate: Mathematics	44.86%	51.14%	52.22%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.06% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	71.01%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.86%	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)
	2.80%	2.56%	1.93%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.20%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	14.29%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	57.14%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	57.14%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7104 - SHIRLEY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	80.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	23.81%	N
Proficiency Rate: Mathematics	44.86%	51.14%	31.11%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.55% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	64.84%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	13.19%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7105 - SOUTH SIDE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	71.43%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	9.68%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	14.71%	N
Proficiency Rate: Mathematics	44.86%	51.14%	37.50%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	60.26%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.85%	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)
	2.80%	2.56%	1.28%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.02%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7201 - ELKINS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	6.06%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.67%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	21.13%	N
Proficiency Rate: Mathematics	44.86%	51.14%	36.84%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.10% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.39%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.28%	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)
	2.80%	2.56%	1.50%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.62%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7202 - FARMINGTON SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	84.62%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	0.94%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	26.40%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.61%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	63.14%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.63%	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)
	2.80%	2.56%	1.96%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.20%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7203 - FAYETTEVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	73.33%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.29%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.85%	Y
Participation Rate: Math	98.61%	95.00%	98.17%	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	31.49%	45.22%	40.77%	N
Proficiency Rate: Mathematics	44.86%	51.14%	52.26%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.05% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.63%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	3.33%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.42%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	36.84%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	52.63%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	52.63%	N

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 7204 - GREENLAND SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	50.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	11.63%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.55%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	3.85%	N
Proficiency Rate: Mathematics	44.86%	51.14%	13.04%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.75% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	47.37%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	3.16%	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)
	2.80%	2.56%	4.21%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	96.67%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7205 - LINCOLN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	85.71%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.23%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	17.50%	N
Proficiency Rate: Mathematics	44.86%	51.14%	25.68%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.30% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	43.90%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	7.32%	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)
	2.80%	2.56%	1.83%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.67%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7206 - PRAIRIE GROVE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	76.92%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.41%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	33.33%	N
Proficiency Rate: Mathematics	44.86%	51.14%	57.26%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.98%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	2.84%	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)
	2.80%	2.56%	3.32%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.20%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7207 - SPRINGDALE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	67.62%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	1.87%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.38%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	35.64%	N
Proficiency Rate: Mathematics	44.86%	51.14%	50.67%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.32% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.84%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	12.25%	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)
	2.80%	2.56%	5.31%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	93.00%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	99.63%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	99.63%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7208 - WEST FORK SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.85%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.67%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	25.35%	N
Proficiency Rate: Mathematics	44.86%	51.14%	43.04%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.36% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	68.50%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	2.36%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7221 - NORTHWEST ARKANSAS EDUCATION SERVICE CENTER

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	7.73%	6.59%	9.09%	4.51%	3.64%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	25.45%	34.23%	41.82%	17.34%	11.82%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	18.18%	43.51%	41.82%	41.72%	16.82%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	48.64%	13.92%	7.27%	34.97%	67.73%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	84.96%	N	90.31%	90.50%	90.20%	N	90.82%	92.50%	88.73%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	66.82%	N	57.43%	60.50%	49.09%	N	76.69%	78.50%	84.55%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	82.61%	N
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	100.00%	Y
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7301 - BALD KNOB SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	75.00%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.61%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.62%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	37.18%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.68%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.54% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	59.52%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	17.26%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	92.86%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7302 - BEEBE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	59.38%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.54%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	98.87%	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	31.49%	45.22%	44.44%	N
Proficiency Rate: Mathematics	44.86%	51.14%	49.79%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.11% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.46%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	0.48%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7303 - BRADFORD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	38.46%	N
Proficiency Rate: Mathematics	44.86%	51.14%	70.37%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.47% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	76.67%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7304 - WHITE CO. CENTRAL SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	2.70%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	24.24%	N
Proficiency Rate: Mathematics	44.86%	51.14%	41.18%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.78% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	67.74%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.29%	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)
	2.80%	2.56%	1.61%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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DISTRICT ANNUAL PERFORMANCE REPORT
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that: .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7307 - RIVERVIEW SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	72.73%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	95.00%	98.90%	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	31.49%	45.22%	29.73%	N
Proficiency Rate: Mathematics	44.86%	51.14%	31.25%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-1.16% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	56.67%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	8.89%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	94.55%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7309 - PANGBURN SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.91%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.57%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	44.44%	N
Proficiency Rate: Mathematics	44.86%	51.14%	46.88%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.15% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	61.33%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	5.33%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 7310 - ROSE BUD SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.21%	Y
Participation Rate: Math	98.61%	95.00%	98.04%	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	31.49%	45.22%	24.07%	N
Proficiency Rate: Mathematics	44.86%	51.14%	52.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.98% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	66.02%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	0.97%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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LEA: 7311 - SEARCY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	72.41%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.87%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	99.53%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	46.63%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	57.44%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.38% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	43.80%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	9.49%	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)
	2.80%	2.56%	5.84%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	97.20%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7320 - WILBUR D. MILLS EDUCATION SERVICE CO-OP

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall	N/A	17.15%	6.25%	N/A
Literacy	N/A		16.00%	N/A
Mathematics	N/A		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	--	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	9.05%	6.59%	5.53%	4.51%	4.52%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	11.56%	34.23%	10.05%	17.34%	5.53%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	45.73%	43.51%	34.67%	41.72%	37.19%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	33.67%	13.92%	49.75%	34.97%	52.76%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	86.36%	N	90.31%	90.50%	89.00%	N	90.82%	92.50%	90.43%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	79.40%	Y	57.43%	60.50%	84.42%	Y	76.69%	78.50%	89.95%	Y

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	94.29%	Y
	School Age (5-21)	95.05%	96.00%	--	N/A

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	99.77%	N
	Early Childhood (3-5)	99.70%	100.00%	99.77%	N
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that .

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7401 - AUGUSTA SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	100.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	3.51%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	97.87%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	9.30%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	5.91% pts	N

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	62.35%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.59%	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)
	2.80%	2.56%	3.53%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	25.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	100.00%	Y

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7403 - MCCRORY SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	77.78%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	5.45%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	19.61%	N
Proficiency Rate: Mathematics	44.86%	51.14%	32.65%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.00%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	11.00%	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)
	2.80%	2.56%	1.00%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	--	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 7503 - DANVILLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	88.89%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.31%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	31.58%	N
Proficiency Rate: Mathematics	44.86%	51.14%	51.67%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	57.98%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	10.92%	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)
	2.80%	2.56%	3.36%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	92.31%	N
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	92.31%	N

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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2010/11 School Year
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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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

- Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7504 - DARDANELLE SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	73.68%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	N
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	98.63%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	57.35%	Y
Proficiency Rate: Mathematics	44.86%	51.14%	63.27%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.18% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	46.42%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	22.26%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	90.99%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
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LEA: 7509 - WESTERN YELL CO. SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	90.00%	Y

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	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)
Overall	N	17.15%	6.25%	NA
Literacy	N		16.00%	NA
Mathematics	N		16.00%	NA

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

B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	96.61%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	34.00%	N
Proficiency Rate: Mathematics	44.86%	51.14%	48.00%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	54.32%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	1.23%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

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There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
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LEA: 7510 - TWO RIVERS SCHOOL DISTRICT

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	66.67%	N

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	7.59%	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)
Overall	Y	17.15%	6.25%	N
Literacy	Y		16.00%	Y
Mathematics	Y		16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	100.00%	Y
Participation Rate: Math	98.61%	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	31.49%	45.22%	22.99%	N
Proficiency Rate: Mathematics	44.86%	51.14%	45.78%	N

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.40% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	58.99%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	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)
	2.80%	2.56%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Sperate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	--	1.75%	--	1.46%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	--	6.59%	--	4.51%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	--	34.23%	--	17.34%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	--	43.51%	--	41.72%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	--	13.92%	--	34.97%	--

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	--	N/A	90.31%	90.50%	--	N/A	90.82%	92.50%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	--	N/A	57.43%	60.50%	--	N/A	76.69%	78.50%	--	N/A

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	--	N/A
	School Age (5-21)	95.05%	96.00%	87.50%	N

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	100.00%	Y
	Early Childhood (3-5)	99.70%	100.00%	--	N/A
	School Age (5-21)	98.97%	100.00%	100.00%	Y

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	100.00%	Y

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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 all APSCN cycle data except for personnel

**ARKANSAS SPECIAL EDUCATION
DISTRICT ANNUAL PERFORMANCE REPORT
2010/11 School Year
Publication Date: March 2012**

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 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). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

There are no report changes for the 2010/11 school year profile; However, it is important to recognize that:

1. **Indicator 01** (Graduation) is reported a year in arrear (2009/10 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2009/10 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at
<http://arksped.k12.ar.us/sections/policy.html>

LEA: 9150 - DHS: DIVISION of DEVELOPMENTAL DISABILITIES SERVICES

Indicator 01: Graduation Rates (2009/10 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	75.76%	85.00%	--	NA

Indicator 02: Dropout Rates (2009/10 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	3.06%	4.20%	--	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)
Overall		17.15%	6.25%	N/A
Literacy			16.00%	N/A
Mathematics			16.00%	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: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	98.78%	95.00%	--	N/A
Participation Rate: Math	98.61%	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	31.49%	45.22%	--	N/A
Proficiency Rate: Mathematics	44.86%	51.14%	--	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2009/10 school year)

A) Suspension/Expulsion

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	N/A

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	0.00	0.00	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	53.87%	59.77%	--	N/A

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 60% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	12.42%	12.51%	--	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)
	2.80%	2.56%	100.00%	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

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	This indicator is not being reported at this time .			

Indicator 07: Preschool (3-5) Outcomes

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.14%	3.54%	1.75%	3.65%	1.46%	2.47%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	5.31%	7.30%	6.59%	7.40%	4.51%	6.33%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	25.97%	51.07%	34.23%	54.51%	17.34%	40.56%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	38.22%	34.12%	43.51%	30.69%	41.72%	43.03%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	28.36%	3.86%	13.92%	3.65%	34.97%	7.51%

Summary Statements

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.61%	90.50%	88.72%	N	90.31%	90.50%	88.52%	N	90.82%	92.50%	90.48%	N
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	66.58%	69.50%	38.02%	N	57.43%	60.50%	34.37%	N	76.69%	78.50%	50.59%	N

NOTE: * Including social relationships

** Including early language/ communication and early literacy

Indicator 08: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.47%	88.00%	88.64%	Y
	School Age (5-21)	95.05%	96.00%	100.00%	Y

Note: * Indicates a zero response rate for the district.

Indicator 09: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

Indicator 10: Disproportionality-Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a 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	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.41%	100.00%	99.10%	N
	Early Childhood (3-5)	99.70%	100.00%	99.10%	N
	School Age (5-21)	98.97%	100.00%	--	N/A

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	99.21%	100.00%	99.01%	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	LEA Rate	Target Met by LEA (Y/N)
	96.19	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

Indicator 14: Post-School Outcomes

A. Percent of youth enrolled in higher education within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	14.53	13.00	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	49.42	49.00	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	54.07	60.00	--	N/A

Indicator 20: Reported Data-Timely and Accurate*

District submitted required data elements on or before due dates; made 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%	Y

*Data reviewed for timely and accurate submissions included all APSCN cycle data except for personnel