

Public Report Card 2022-23

Indic. #	Indicator	Measurement	2022-23 Target	2022-23 State Rate	2022-23 District # Students	2022-23 District Rate	Did District Meet the Target ?	District Rate Target
1 ¹	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma <i>(using section 618 data)</i>	58.21%	54.62%	X	X	X	
2 ¹	Drop Out Rate	Percent of youth with IEPs dropping out of high school <i>(using section 618 data)</i>	32.78%	35.12%	X	X	X	
3 ²	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3A	Participation Rate	<i>Participation rate for SWD:</i>						
		Percent of grade 4 students	95.00%	99.47%	11	100.00%	Y	5.00%
		Percent of grade 8 students	95.00%	98.10%	12	91.67%	N	-3.33%
	Math	Percent of grade 9-10 students	95.00%	96.18%	22	95.45%	Y	0.45%
		Percent of grade 4 students	95.00%	99.31%	11	100.00%	Y	5.00%
		Percent of grade 8 students	95.00%	97.80%	12	91.67%	N	-3.33%
	Percent of grade 9-10 students	95.00%	96.35%	22	95.45%	Y	0.45%	
3B	Proficiency rate	<i>Proficiency rate on the regular assessment for SWD:</i>						
		Percent of grade 4 students	19.92%	18.46%	10	10.00%	N	-9.92%
		Percent of grade 8 students	17.27%	18.38%	11	9.09%	N	-8.18%
	Math	Percent of grade 9-10 students	12.85%	12.34%	21	4.76%	N	-8.09%
		Percent of grade 4 students	21.87%	21.18%	10	30.00%	Y	8.13%
		Percent of grade 8 students	11.98%	11.31%	11	0.00%	N	-11.98%
	Percent of grade 9-10 students	7.46%	6.12%	21	4.76%	N	-2.70%	
3C	Proficiency Rate	<i>Proficiency rate on the alternate assessment for SWD:</i>						
		Percent of grade 4 students	53.77%	54.12%	X	X	X	
		Percent of grade 8 students	68.91%	62.32%	X	X	X	
	Math	Percent of grade 9-10 students	52.49%	60.48%	X	X	X	
		Percent of grade 4 students	43.89%	41.67%	X	X	X	
		Percent of grade 8 students	65.69%	69.57%	X	X	X	
	Percent of grade 9-10 students	42.24%	54.82%	X	X	X		

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3D	Gap Rate ELA	<i>Gap in proficiency rate between SWD and all students:</i>						
		Grade 4 students	28.80%	26.92%		32.17%	N	3.37%
		Grade 8 students	43.56%	41.35%		55.74%	N	12.18%
	Math	Grade 9-10 students	39.49%	40.70%		48.93%	N	9.44%
		Grade 4 students	28.08%	30.04%		27.83%	Y	-0.25%
		Grade 8 students	38.84%	38.09%		67.03%	N	28.19%
	Grade 9-10 students	35.82%	36.06%		51.18%	N	15.36%	
4 ¹	Suspension / Expulsion Rate	<i>Rates of suspension and expulsion for students with disabilities:</i>						
4A	Overall	Percent of districts that had a significant discrepancy in suspension/expulsion rates for greater than 10 days in a school year [^]	No	4.44%		No	Y	
4B	By Race / Ethnicity	Percent of districts that had a significant discrepancy in suspension/expulsion rates for greater than 10 days in a school year [^]	No	4.44%		No	Y	
5	LRE	<i>Percent of children with IEPs K-12:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	74.00%	77.49%	150	88.00%	Y	14.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day	5.37%	4.51%	150	1.33%	Y	-4.04%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.61%	1.20%	150	0.67%	Y	-0.94%
8	Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	87.01%	88.62%	104	98.08%	Y	11.07%

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9	Disprop. R/E, Overall	Percent of districts that have disproportionate representation of racial and ethnic groups in related services categories that is the result of inappropriate identification^	0.00%	0.00%		No	Y	
	Cautionary	Percent of districts that have Cautionary Flags		2.08%		No		
	Warning	Percent of districts that have Warning Flags		0.00%		No		
	Disproportionate	Percent of districts that have Disproportionate Flags		0.00%		No		
10	Disprop. R/E, Disability Category	Percent of districts that have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification^	0.00%	2.38%		No	Y	
	Cautionary	Percent of districts that have Cautionary Flags		20.83%		No		
	Warning	Percent of districts that have Warning Flags		6.25%		No		
	Disproportionate	Percent of districts that have Disproportionate Flags		2.08%		No		
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.12%	30	100.00%	Y	0.00%
13 ³	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	96.80%	10	100.00%	Y	0.00%

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14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school	20.18%	20.94%	X	X	X	
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A	59.39%	61.26%	X	X	X	
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B	73.34%	72.43%	X	X	X	
20	GS: Timely and Accurate Data	Percent of state-reported data that are timely and accurate						
20A		Percent of data that are timely	100.00%	100.00%		100.00%	Y	0.00%

¹ Per OSEP requirements, data from preceding year must be used for Indicators 1, 2, and 4.

² Indicator 3 rates are based on students enrolled for a full academic year and students not enrolled for a full academic year.

³ Indicator 13 rate is the compliance percentage prior to correction.

^The state rate for Indicators 4, 9, and 10 represent the percent of districts that had a significant discrepancy (Indicator 4)/disproportionate representation (Indicators 9 and 10).

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