

State Performance Plan/ Annual Performance Plan Indicators	State target	State Rate	State Met Target	LEA Rate	LEA Met Target	State Performance Plan/ Annual Performance Plan Indicators	State target	State Rate	State Met Target	LEA Rate	LEA Met Target
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma	75.80%	72.71%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, removed from regular class less than 21% of the day	55.55%	58.90%	YES	56.00%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school	2.90%	10.60%	NO	0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, removed from regular class greater than 60% of the day	11.95%	12.34%	NO	4.00%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) meeting the State's AYP objectives for progress for disability subgroup	95%	93.6%	NO	- - -	YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in public or private separate schools, residential placements, or homebound or hospital placements	1.27%	1.22%	YES	0.00%	YES
<b>3B:</b> Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement	Reading 95%	Reading 98.2%	Reading YES	Reading 93.33%	Reading NO	<b>6:</b> Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers	Reporting Timeline To Be Determined				
	Math 95%	Math 98.6%	Math YES	Math **	Math *						
<b>3C:</b> Proficiency rate for children with IEPs against grade level standards and alternate achievement standards	Reading 60% Math 50%	Reading 70.8% Math 69.0%	Reading YES Math YES	Reading 86.67% Math 92.86%	Reading YES Math YES	<b>7B:</b> Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills	Reporting Timeline To Be Determined				
<b>4A:</b> Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	0%	4.69%	NO	- - -	YES	<b>7C:</b> Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Reporting Timeline To Be Determined				
<b>4B:</b> Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity	Removed					<b>8:</b> 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	Report in spring 2009				

Notes: \* = no data available

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<b>9:</b> <i>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</i>	0%	0.16%	NO	---	YES	<b>12:</b> <i>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays</i>	Report in spring 2009				
<b>10:</b> <i>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</i>	0%	0.16%	NO	---	YES	<b>13:</b> <i>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 post-secondary goals</i>	Report in spring 2009				
<b>11:</b> <i>Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State established timeline)</i>	Report in spring 2009					<b>14:</b> <i>Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school</i>	Report in spring 2009				