



Weld, RE-5J, Johnstown
State Performance Plan Indicator Profile
FFY 2012

Indicator 1: Graduation Rates ^{1, 4}

Graduation Rates	AU Rate	State Target ²	State Performance ³
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 4 years of entering 9 th grade	87.5 %	80 %	53.7 %
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9 th grade	58.3 %		60.9 %
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9 th grade	72.2 %		64.9 %

¹ Definition is aligned with [ESEA](#)

² Target set by Office of Federal Programs Administration, CDE for ESEA

³ Does not include students in Eligible Facilities or State Operated Programs

⁴ For more specific school or district information, please go to Schoolview.org

Indicator 2: Drop-Out Rates

Drop-Out Rates	AU Rate	State Target	State Performance
Percent of students with disabilities aged 14 – 21 who dropped out	33.33 %	27.2 %	28.2 %

Indicator 3: Assessment

<i>Participation and Performance Rates</i>	AU Rate	State Target	State Performance
Participation rate of students with disabilities for Reading assessments	98.98 %	95 %	97.7 %
Participation rate of students with disabilities for Math assessments	100 %	95 %	98.1 %
Proficiency rate for Reading assessments CSAP & CSAPA		23.86 %	22.62 %
Proficiency rate for Math assessments CSAP & CSAPA	22.70 %	20.95 %	19.96 %

Indicator 4: Suspension /Expulsion

<i>Discipline Rates Per 100 Students</i>	
Overall state rate of students with disabilities with long-term suspensions/expulsions	0.53 per 100 students with disabilities
Cut-off for Significant Discrepancy from State Median	3.17 per 100 students with disabilities
AU Rate	0
AU Rate Exceed Benchmark?	No
Does the AU demonstrate disproportionate representation of suspensions/expulsions by race/ethnicity that is inappropriate?	No

Indicator 5: School Age Least Restrictive Environment (LRE)

<i>Program / Placement</i>	AU Rate	State Target	State Performance
Percent of students with disabilities in regular class at least 80% of the time	65.8 %	> 71.3 %	72.3 %
Percent of students with disabilities in regular class less than 40% of the time	3.4 %	< 7.3 %	7.2 %
Percent of students with disabilities in separate schools/facilities, homebound or hospital	2.3 %	< 3.6 %	3.1 %

Indicator 6: Preschool LRE

Program / Placement	AU Rate	State Target	State Performance
Percent of children aged 3 – 5 with disabilities attending a regular early childhood program and receiving services in a regular early childhood program	100 %	> 84.75	85.3 %
Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility	0 %	< 6.2	6.1 %

Indicator 7: Preschool Outcomes

Summary Statements	AU Rate	State Target	State Performance
Outcome A: Positive social-emotional skills (including social relationships)			
1) Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	**	84.6 %	82.8 %
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**	85.8 %	72.6 %
Outcome B: Acquisition and use of knowledge and skills (including early language /communication and early literacy)			
1) Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	**	77.2 %	83.6 %
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	**	75.5 %	74.2 %

Outcome C: Use of appropriate behaviors to meet their needs

1) Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	**	81.3 %	82.0 %
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	**	85.7 %	75.9 %

** - n size is <20

Indicator 8: Parent Involvement

Survey Responses	AU Rate	State Target	State Performance
Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results	82.9 %	52 %	66.4 %

Indicator 9: Disproportionality – Child With a Disability

Disproportionality	Inappropriate Identification	State Target	State Performance
Does the district have disproportionate representation of racial and ethnic groups in special education and related services, which is the result of inappropriate identification?	No	0 %	0 %

Indicator 10: Disproportionality – Eligibility Category

Disproportionality	Inappropriate Identification	State Target	State Performance
Does the district have disproportionate representation of racial and ethnic groups in, specific disability categories, which is the result of inappropriate identification?	No	0 %	1.7 %

Indicator 11: Child Find

<i>Evaluation / Eligibility Timelines</i>	AU Rate	State Target	State Performance
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	100 %	100 %	99 %

Indicator 12: Early Childhood Transition

<i>Transition from Part C to Part B</i>	AU Rate	State Target	State Performance
Percent of children referred by Part C prior to age 3, whose eligibility was determined with an IEP implemented by their third birthday (includes students found not eligible)	100 %	100 %	99 %

Indicator 13: Secondary Transition

<i>Transition</i>	AU Rate	State Target	State Performance
Percent of youth aged 16 and above with an IEP which includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	X	100 %	90 %

X – AU was not reviewed during FFY 2012

Indicator 14: Post-School Outcomes

<i>Transition</i>	AU Rate	State Target	State Performance
Percent of youth who, <i>within one year of leaving high school</i> , had IEPs, are no longer in secondary school, and have been:			
a) Enrolled in higher education	X	32.5 %	26.4 %
b) Enrolled in higher education or competitively employed	X	61.0 %	50.9 %
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	X	69.0 %	56.6 %

X – AU was not surveyed during FFY 2012